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ABSTRACT

Designed specifically for high school publications advisers who are seeking advice on how to use typesetters, editing terminals, personal computers, and printers in their publications work, this guidebook shares the experiences and advice of other high school advisers who are now using computers for newspapers, yearbooks, and magazines. Each case study presented in the guide includes a profile on the school, a review of the type of equipment used and how it is used for the publications, a brief commentary on the results, and advice to other advisers. The case studies are divided into six groups: (1) working with typesetting equipment; (2) a system's approach to computer use; (3) working with the professional press; (4) working with microcomputers; (5) yearbook production and computers; and (6) choosing your own software. A summary chapter provides a course of action for those about to add computers in some form to their operations. (HOD)

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The COMPUTER CONNECTION:

Putting Computers to Work in the High School Publications Program

***A study of how advisers are currently using computers in their journalism classes**

***Advice from those advisers concerning their choices of computer equipment and companion software**

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January, 1985

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Putting Computers to Work in the High School Publications Program

Preface

The language of the drug culture crept into general use long before we realized the extent of drug usage among high school students. A bad experience was a real "downer." John Denver soared naturally in his popular song, "Rocky Mountain High." Students talked about "freaking out" or "far out" experiences. Others described pleasant encounters as "real trips."

So what does all that have to do with computers in the high school? Listen to the language. Many of us no longer converse; we "interface." "Network" and "access" have become verbs. If things don't go right, they "crash." When persons take advantage of us, we protest that we have been "dumped on." We no longer begin and end; we "sign on" and "sign off." A critic of a public institution claimed it was no longer "user friendly." The vocabulary of the computer is adding color to our language and, at the same time, is underscoring the popularity and acceptance of the computers in our lives.

About the booklet

There is no doubt but that the computer has invaded the classroom. It also has sent education budgets soaring and, in some cases, dictated curriculum decisions. Is it just aother educational fad like the open classroom? Or is it an invitation to extended learning — a tool for more effective teaching and toward more efficient publication production?

This booklet does not attempt to answer the question directly but does offer high school journalism teachers and publication advisers an opportunity to learn vicariously through the experiences of other teachers and advisers. There is no single formula for success in teaching journalism, no magic recipe for producing quality publications at bargain prices. What works in one school and for one adviser will not work elsewhere.

The underlying objectives are similar: to teach our students to recognize news, to train them to gather information systematically, accurately and responsibly, to inspire them to write with precision, balance, fairness and style; and to help them to package their material attractively and creatively. Can the computer help? We hope the insights and experiences of those who have met the computer challenge will help you to decide for yourself.

About the author

For 23 years this author earned "her stripes" in the high school classroom, teaching English and journalism and advising students who produced a weekly newspaper and a yearbook. Those 23 newspaper editors, 23 yearbook editors and their respective staffs each left an

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indelible mark, each taught a valuable lesson. Together they "programmed" me to respect the human mind at work, to aspire toward perfection and to accept (reluctantly) achievements that fell somewhat short. Their enthusiasm and their curiosity were contagious.

For the past 12 years as director of the High School Journalism Institute at Indiana University, I have been a willing student of publication advisers who have explained their special school situations and who have shared both their success stories and their problems.

A teacher and an observer of current trends in scholastic publications, I certainly am not a computer expert. To prepare copy for this booklet, I did use the Apple IIe with the Apple Writer software and a Diablo 630 printer, purchased for the High School Journalism Institute for a little over $4,000 nearly two years ago. Comparable equipment today would cost almost $1,000 less. But in those two years that we have had the computer, we have been able to use the equipment for far more than word processing. Mailing labels, records, budgets — all have become less time consuming, more efficient as a result. A computer expert I am not, but an interested observer of the scholastic scene I do try to be. The booklet is an effort to provide service to my friends and colleagues in that profession.

A word of thanks

To the advisers and teachers who invited me into their classrooms and who took time to share their experiences with you, to Richard Johns, Quill and Scroll Society; Sherry Haklik, The Newspaper Fund; the Poynter Institute for Media Studies; Lynn Wilson, Taylor Publishing; Kevin Hogan, Jostens; Richard Diana, Herff Jones; and Mike McKelley, Inter-Collegiate Press.

Mary Benedict, Director
High School Journalism Institute
October, 1984

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Computers in journalism classes: The promise and the pitfalls

The adviser from New Jersey, grinned in response to questions about the use of the computer in his journalism class.

"The best thing that happened to us all year was the theft of our TRS 80," he said. "That ended our experiment with computers, and we are better off."

He has a kindred spirit in Texas where the adviser pointed to a top shelf in the publication room, singled out the covered computer and said, "There it is, gathering dust. We got into computers too soon. It was a disaster."

They are two of forty high school publication advisers tapped for this study and the only two who lacked enthusiasm about the use of computers in the journalism program.

All 40 advisers have used the computer in some way for at least a semester, and, therefore, have been able to work out their problems and find the most effective uses for the equipment. They agreed to share their experiences with other advisers in the hope that newcomers to computers will be spared those same pitfalls as they reach for the promise of computerized publication programs.

About the study

Originally, the focus of the study was to be on the impact of the "back to basics" movement on scholastic journalism. And there seems to be good reason for such a study. Some advisers complain that guidance counselors shunt weaker students into journalism and advise college-bound students to take "meaty" subjects such as computer science, advanced math or advanced comp.

State boards of education are increasing the number of credits required for graduation. As trained j-teachers are RIFFED (Reduction in Force), they are being replaced by other teachers from within the school — many with no training. The early warning signals are sounding. With additional academic demands and fewer opportunities for enriching electives, will journalism survive as a curricular offering? How will all this affect publication programs?

A funny thing happened on the way to that study. This observer noted that a number of successful advisers had introduced their journalism students to computers and/or advanced composition systems such as Compugraphic or Varityper. As a result their programs had gained vitality and a new relevance.

Fresh Angle: a new approach

Like a journalist who had just found a fresh, new angle to a story, this reporter quickly shifted the focus of the study and began to zero in on the uses, impact and implications of computers in high school journalism programs.

A year ago there were relatively few advisers actually using computers. A number of them had purchased sophisticated typesetting equipment and were sending both newspaper and yearbook copy to the printer camera ready. But few had envisioned the place that computers could or would play in their programs. Finding them was not difficult.

But that was last year. Of the 295 advisers who responded to this year's High School Journalism Institute survey, 32 (more than 10%) said they had put the computer to use in the production of school publications or in the teaching of journalism.

The situation was and is changing so rapidly that almost any study on the subject is destined to be obsolete before it can be completed. In an effort to make this inquiry as useful and as up-to-date as possible, this observer has assumed a three-fold mission:

1) To survey enough advisers in order to identify the range and types of publication system used (mimeograph, school print shop, local newspaper, commercial printers, etc.).

2) To find advisers who represent each of those systems and who have introduced computers to their programs.

3) To gather pertinent information concerning the perils, pitfalls, promise and performance of the computer that will enable other advisers to make intelligent decisions.

Whenever possible, visits were made to the schools in order to observe the students in action, to talk with the adviser and members of the publication staffs and to interview the principal, guidance director and

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other key school personnel.

All 40 advisers were asked to describe the computer equipment they had purchased and to explain the factors that led to that decision, to recap the resulting successes and failures and to offer advice to fellow advisers who are now considering taking the computer plunge.

Newspapers vary in content, appearance —

The papers studied vary in content, appearance and certainly in production methods. In Pinellas County, Florida, for example, advisers take great pride in monthly publications that often contain four-color photos and which may cost as much as $1,000 per issue.

In that county, advisers are grateful for the typesetting assistance provided by Poynter Institute for Media Studies. Each school reserves an entire day at the Institute. The students enter their copy into the sophisticated computerized typesetting equipment, request appropriate type faces and sizes and return to their schools with hard copy ready for the light tables and pasting up. If they need help with design or writing, a professional journalist serves as a consultant.

In Indianapolis, Indiana, adviser Janet Eberle knows that the biweekly publication she advises lacks that professional appearance. She and her staff decided that "survival was more important than looks." The staff uses an IBM personal computer and a Graphics Printer to produce camera-ready copy. Pages go to the school print shop (they also set the heads) and the newspapers are distributed free to the 1,500 students at John Marshall High School. The budget for the entire year (18 issues) will be $1,000.

In other schools, the staff prepares copy on a personal computer and transmits it by way of a telephone modem to the local newspaper where the copy is set during the newspaper's "down time." A few staff members go to the newspaper office to review the copy, set corrections and to bring the copy back to school for the paste-up process.

Still other advisers use the computer only for word processing. Students write and edit their stories on the computer. The editor and adviser call up the stories periodically to check progress. The finished stories are then handled as though they had been done on the typewriter — copy marked for the printer and then set in type.

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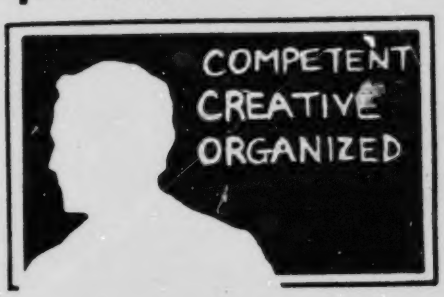
Profile of advisers who are using computers

The most obvious, first impression during the study had to do with the advisers themselves. They had little in common so far as age or experience on-the-job were concerned. Their ages ranged from 28-55; teaching experience from 5 years to 21 years. Yet they were remarkably alike in so many ways. Together they form this profile of the teacher who was (and perhaps is) ready for the computer:



1. Competent — they had earned the respect of their students in the fundamentals of journalistic writing, design, photography and business practices.

2. Saw publications as part of total school offering. They were not prima donnas.

3. Enjoyed the respect of and respected fellow teachers. This became apparent as they shared their interests in computers and compared software.

4. Respected and liked their students. Welcomed diversity and were eager to provide additional learning experiences for students.

5. Maintained high academic standards. In not one of the schools studied was journalism a "pud" course.

6. Creative. Enjoyed new experiences.

7. Organized. Prepared and gave attention to detail. Things didn't just happen; the teachers made them happen.

8. Attentive to what some would call trivia: birthdays, honors, etc.

9. Had fun and made working on publications fun for their students.

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In addition to typesetting equipment such as Varityper, the four personal computers used by most advisers in the study are the Apple, TRS 80, IBM and the Commodore. In general, advisers are satisfied with the computers they have selected.

Those advisers who have not yet purchased equipment but intend to do so soon seem to favor Apple and IBM — Apple because of the excellent software available and IBM because of its power and its use in other classes.

A few advisers have used the Apple Macintosh with great success. With its combination of MacPaint and MacWrite (software), students are able to produce copy, heads and artwork. One word of warning: the current typefaces available for heads are disappointingly nonjournalistic.

The Promise of Computers

American education is embracing computers in a big way. According to Market Data Retrieval, which keeps track of such statistics, there are now about 96,000 microcomputers in 24,000 American schools. And the number is growing each month. With that kind of investment, it's obvious that we have accepted the computer as an aid to instruction. The school newspaper of the next decade may be distributed on floppy disks and yearbooks on video disks.

The promise of the computer for high school journalists goes far beyond setting a story. Already advisers are learning a little of the potential.

1) Expanded data bases for research. Journalism teachers will find an enthusiastic colleague in the school librarian who is eager to tap into a storehouse of useful information available through telephone linkages.

2) More frequent publications. With the reduced cost of production and quicker turn-around time, journalism can once again become an immediate challenge, can provide readers with timely, pertinent stories.

3) Hi-tech profile. By bringing their publication programs to the cutting edge of technology, advisers will be offering their students the best possible way to apply that technology to the practical problems.

4) Up-to-date and reliable surveys. Survey results can be tabulated easily and logical inferences drawn from data.

5) Improved business practices. Electronic filing will replace those slovenly records. Advertiser and subscriber lists will not only be accurate but also will yield demographic information that will be useful in subsequent campaigns. Personalizing letters to potential advertiser and subscribers will be easy and fun.

6) Creative impetus. As student staff members and advisers become comfortable with computers, they will extend their uses and come up with surprising innovations. The possibilities in computer graphics alone are intriguing. A growing number of schools are using the computer to prepare the yearbook index.

7) Development of software. Within another year, advisers will clamor for short courses in computer programming to allow for individualized instruction and to expand use of the computer for publications.

Some pitfalls and perils

Advisers warn that the computer will not be an instant solution to all your publication problems. In fact, they may bring a few unique problems of their own.

For example, excusing students from school to set type at the local newspaper office could become a major cause of friction between you and other teachers. Advisers who are using a word processor to provide camera-ready copy will have to invest in some type of headliner or use art type for heads.

Still other computer-induced headaches spring from the fact that there is but a single terminal or screen. "When deadline time approaches," one adviser said, "it's like having one typewriter. Editors usually evict the poor writer who is plugging a story into the system and move in the fastest typist. We need more than one computer."

Advisers are consistent in their view that it is difficult to please readers with a publication that has lost its traditional look. Convincing both consumers and staff that the loss in appearance will be accompanied by more important gains in reporting, writing, editing and funding will take time. In fact, those same advisers are concerned that the rating services will not take computer use into considerations as they judge publications.

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Advice for advisers who contemplate computer plunge

1) Don't overpromise. Administrators are anxious to have teachers adapt computers to their programs. Avoid promising big budget reductions or immediate results. Give yourself time to learn the equipment and to train your students.

2) Do a NEEDS assessment before you buy anything. Consultants will be able to help you if they know your needs and goals.

3) Think software before you decide which computer to buy. What tasks do you want the computer to perform — yearbook indexing, word processing, student records, billing? When you have examined the available software, note the power (memory capacity) required. Select a computer adequate for the tasks. For a lengthy list of available software, refer to the July 1984 issue of Personal Software, pages 125-140. The article not only lists the software but also tells with which computers it is compatible, the price and the memory required. Other teachers in your building will be able to suggest additional software.

4) In selecting software, ask yourself how long it will take to train your students to use it. You are not teaching computer science any more than you teach typing. Select user-friendly software.

5) Whenever possible, buy the same kind of computer used elsewhere in the school. You will benefit in a number of ways. Many of your students will come to you with a working knowledge of the keyboard and the operating system. You can arrange for cooperative maintenance contracts and be much more likely to find needed help from teaching colleagues. And when deadlines approach, advisers appreciate the use of those additional computers.

6) Plan for more than just the computer. Budget for the printer, disks, ribbons, other supplies and that maintenance contract.

7) Give yourself time to master the system before you turn your students loose to enter copy. Most teachers suggest that you introduce the computer to your top editors first so they can help in staff orientation.

8) If you expect to use the printouts for publication, don't expect the paper to win any beauty contests at first. Appearance is likely to suffer until you find the best paper and ribbon, learn what to do about heads and decide whether or not to justify copy.

9) Recruit computer buffs to your publication staffs. Every school has a score or more of students who are knowledgeable about and deeply committed to computers. They will help you and your staff learn to make more effective use of the computer.

A few general observations

•• There is some confusion among advisers regarding word processors vs. computerized typesetting equipment. As a result, advisers at first tend to expect far too much from a personal computer such as the Apple, IBM, TRS 80 or Commodore. They expect the word processing component of the computer to produce slick justified, camera-ready copy in all sizes from 6-point body copy to 60-point headlines.

Printers are available that will provide a wide variety of type faces but type sizes are limited. Setting headlines may become a major problem. At the same time, advisers often fail to realize the full potential of the computer as an electronic tool to assist in more effective teaching, record keeping, etc.

•• Advisers who fail to join the "Computerized Club" soon are very likely to fall much further behind. It's like those who just didn't understand the darkroom or the camera and didn't bother to learn. We can depend upon our students to bring those skills into the newspaper or yearbook lab, but we need a working knowledge of both.

Those advisers who jump in now, when their colleagues are still struggling to master the skills, will find the companionship comforting and the introduction less frustrating.

•• Journalism is an ideal discipline for computer use. Although schools originally coupled the computer with math and science classes, administrators are now realizing that most of us will be word processors and software users, not programmers. As a result, in many schools, the library is becoming the hub for computer use and computers are becoming available to teachers in all departments.

A number of major computer companies are giving generous discounts to schools. Principals are anxious for all teachers to become computer literate. Parents are demanding that their youngsters take "hi-tech" courses. The time is right. Are you ready to take the computer plunge?

The following accounts from some of the advisers included in the study should enable you to learn vicariously and should help you to make intelligent decisions.■

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Working with typesetting equipment

William Penn High School.... Philadelphia, Pennsylvania 17551

By: Mel Sussman
William Penn High School

About the School

Just a shade over seven years ago William Penn High School was the third largest comprehensive high school in the School District of Philadelphia. It housed well over two thousand students and had a new three-year Communications Magnet Program to boot. And yet, oddly enough, William Penn had no school newspaper.

The magnet program had been created to promote voluntary desegregation in the school system. It offered students courses in journalism, television and radio production, commercial art, drama, photography, visual communications, dance, plus vocal and instrumental music. But no school newspaper!

Upon my arrival at William Penn, I made it known that any school that was offering a three-year course in journalism needed not only a newspaper, but a quality one at that.

Type of computer equipment used

Working in conjunction with the commercial art teacher, who would teach ad design and paste-up, and the visual communications instructor who would be in charge of all facets of photography, we decided that it would be far superior to do our own typesetting. There were two reasons for this. First, we felt in the long run we would save money by having our own typesetting equipment; and second, we would have complete control over the look of the paper.

With the addition of typesetting equipment we felt there would be the capability to produce a 16 to 32 page newspaper six times per year.

It was our philosophy that better and flashier would be far superior to a smaller paper that came out more frequently. We wanted a newspaper with impact and a larger paper would afford us that opportunity.

We knew this would be a drawing card to bring more students into the program. More students would mean an increase in talent and funding from the school district and the federal government.

How to get the equipment and what equipment to purchase stood between us and the potential to totally produce our own tabloid.

Since none of us were genuises in the typesetting field we decided that we would let the experts come in and make their pitch and take most of the guess work out of it for us.

Eventually, we narrowed our choices down to two and allowed each company to make a major presentation. We specified that they were to come up with a system and price package that would best suit our needs.

We finally decided on Compugraphic, Inc. The package presented included a Comp IV typesetter, an Editwriter (7400), a processor, eight fonts, eight filmstrips, and an educational learning packet for the students. Total cost of the package was $35,000.

At the time this seemed the optimum system money could buy. Our feelings would change a few years down the road. But, coming up with the money was yet another challenge.

It was decided that our principal would petition the School Board to request a grant from the federal government under the Emergency School Aid Act, which funded programs promoting desegregation.

After much petitioning and wooing of the school board, our wish was granted. A grant of $35,000 was given to the Communications Magnet, and it in turn was released to the journalism department to purchase the Compugraphic system.

An additional $2,000 was given to the program from the principal's budget to purchase additional photo typesetting paper, developing fluid, (activator and stabilizer) and some odds and ends.

Our reason for purchasing this particular line of equipment was influenced by one factor: the durability of the Compugraphic units. After much research we found these typesetters to be the machines that could take the most wear and tear. With the number of students who would be handling the machines, this had to be the prime consideration in our final decision.

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Uses of computer in pub programs

Once the equipment was installed and the trio went through a two-week learning period, I began instructing my senior students and newspaper editors how to use the equipment. From the outset a major problem cropped up that is with us to this day. There were only two machines and everybody wanted to use them. In almost no time they became the most popular members of the staff.

This is the major drawback in the purchase of this equipment. With only two students having access to the units, production time is kept to a minimum.

It should be noted that this obstacle can be overcome with the purchase of additional terminals. Of course, this is at a cost of $5,000 per unit. Unfortunately, the school district and the federal government had given William Penn all it was going to get...at least as far as computer typesetting was concerned.

"...this obstacle can be overcome with the purchase of additional terminals...at $5,000 each."

Hopefully, those who read this article won't think that I'm greedy: but one can't help it when he has witnessed the positive effects that this system has had on his staff.

With the computer system firmly entrenched, our newspaper has the capability to produce the entire 16 to 32 page tabloid totally inside the school.

However, I was still faced with the problem of allowing everyone to make use of the new "toy." It was necessary to institute a daily schedule for the machine. Each student within the program was slotted into a particular time on a particular machine. It became his or her responsibility to be at that machine at the alotted time, or lose their turn for that particular week. While it is not a fool proof system, it's the best I've got for now.

With what success?

As you can imagine, the addition of these units has had a strong impact on the staff. The students now have much more at stake in the production of the paper - for now the product is totally in their hands. They are afforded much more of a chance to be creative and can now experiment with different type styles and layouts.

Parents are astounded when they witness the machines in action on back-to-school nights. It is the highlight of the evening when they watch the students in action. We have even gone one step further by allowing the parents to tap out a few lines. It goes a long way when you are trying to justify the addition of an item as costly as this one.

While I don't wish to maximize the problem of student time on the machines, I would like to advise potential buyers of typesetting equipment that they should attempt to purchase a system that will provide as many students as possible with the opportunity to make sufficient use of the equipment.

Advice for you...

With that in mind, I would suggest that advisers purchase cheaper units that come equipped with more terminals, or at least have a price tag on them that will allow the purchase of additional terminals in the future.

In spite of this problem, the merits of owning a typesetting system far outweigh any negative factors. If we are to prepare our students to enter the fast-paced, ever-changing world of newspapers, then we must begin to prepare them earlier than ever before.

While typesetting is just one area of advancement, it is an area that has an affect on the entire paper....from writing to headlining to ad design to copy editing. They all are products of the typesetting process.

So with that thought in mind...good luck...and good shopping. ■

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Denton High School.... Denton, Texas 76201

By: Carol Narsutis
Denton High School

About the school

Denton High School is the only high school in a city of approximately 50,000 people. DHS has 1900-2000 students in grades 10-12. Students, who are attracted to the journalism program, are usually upper level students. However, since the Texas Legislature is currently (1/84) working on a bill which will severely limit the number of electives the top students can take, I fear journalism programs across the state will suffer. Students at DHS receive an elective credit for any of the journalism courses.

The staff produces a newsmagazine three to four times a semester. Each publication (tabloid) is 20-24 pages. We do not at this time use school computers in the production of the paper. Our copy is sent to a typesetter and students then paste up their pages.

I have in the past used two Compugraphic computers. I used these for about three years and during that time, I did not become increasingly impressed with the merits of setting type at school. At the time I purchased the machines, it was definitely a positive step for the program. It gave the students and me complete control over the production, something we did not have at the time. However, the machines would break down frequently, usually within 24 hours of press time. Since we were not on a maintenance contract, it was very expensive to repair. We did not purchase a maintenance contract because of the cost and because we were told most of the repairs could be done by the adviser with a repair kit, which came at an additional cost. I was able to repair the machines on many occasions using the repair kit, but there were also several times that professional repair people had to come.

Type of computer equipment used

Type of equipment used: Compugraphic Execuwriter, Compugraphic Execuwriter Display, Processor.

I purchased this equipment several years ago and I believe the total cost including repair kits was approximately $7,000. As I recall, the minimum charge to have a repairman come to school was $75; it is now $95 for the first hour. I was able to repair the machines on many occasions by calling the company and receiving specific directions over the phone. This procedure would take 30 minutes to two hours or more from a very busy day.

I decided on this brand because the local newspapers used Compugraphic equipment and were impressed by it. I decided on the particular model based on what it could do and the cost. They do not make these particular models anymore.

The school district provided all of the money for the equipment. The board and I felt it would save money to set type at school plus be a valuable teaching tool. It was certainly an excellent teaching tool, but because of the number of repairs, it did not save as much money as hoped.

Uses of computer in pub programs

The computers were used to set the body type and the headlines for the newspaper. The students were able to see that stories they write do not just magically fit into a space. Line lengths, leading etc., had to be planned.

Since I have the newspaper staff (17 students) only 1 hour per day, it meant that students had to come during lunch, after school and evenings in order to get the type set. Even at the high school level, students are not always the fastest typists and deadlines still had to be met.

The students pasted up their pages and I took the camera ready pages to a Ft. Worth printer. The printer ran off 11,000 copies (9,000 inserted in local paper) within 12 hours.

It has been several years since I used this equipment, but I have obtained more current figures for the use of typesetting machines and VDT's that are compatible with a local printer.

Based on Execuwriter Typesetting Equipment: Typesetting (includes maintenance contract, paper, chemicals) Does not include the actual cost of the machines. ($300). Supplies (rubber cement, Xacto knives, layout sheets, darkroom) (35). Printing 2,000 copies (Tabloid, 20-24 pages, spot color p.1) (942). Total cost per issue ($1277).

I am currently working on the idea of obtaining VDT's (MCS-5) for students to set their stories as it is compatible with the typesetting equipment our printer has. Typewriters in professional

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newsrooms are obsolete; therefore, students could benefit from using the VDT units. They would set their stories on the MCS-5, indicate line length etc., and take the disk to the printer to be "run off" into camera ready copy. However, to be truly functional, we would need 4-5 VDT's at a cost of $4995 each plus $6-700 yearly maintenance contract, plus the printer's charge for running off the disk. Money would not be saved.

With what success?

The main reason for wanting computers was to gain more control over the production of the paper. At the time, we were having to depend on the local paper for typesetting and paste-up. They would work on the high school paper when they could fit it into their schedule, which is understandable. However, many of my students work after school or are involved in athletics, drill team etc., and were not available to go to the printer to proof pages, make corrections and rearrange items. Many students do not have cars and therefore could not drive across town at a moment's notice. The printer needed to run off our paper within an hour or two of the time we were called, so there was not time to make major changes with graphic idea or story.

Even with all of the frustration that accompanies maintaining equipment, correcting students' typos and retyping six feet of blank tape, the control gained by being able to paste up copy at school far exceeds the disadvantages. Another advantage was the ability to include more timely news events. Having the computer and a printer, who could run off 11,000 copies within 12 hours, allowed us to get news that had happened 24 hours earlier in the school newspaper.

As far as the students were concerned, they loved the idea of having a computer. At the time I obtained one, it was a novelty. Now, the district is incorporating a computer lab in the math department, so the machine itself is no longer that exciting to the students.

The major disadvantage is the typing ability of students at this level and the availability of only one machine. Many of the students would take the beginning journalism course (which is a prerequisite to the staff) rather than a typing course, so by the time they became staff members, they were beginning their typing course.

Advice for you...

I would definitely suggest spending the money for a maintenance contract. It must be one of nature's laws somewhere that the number of teenagers working on a piece of equipment is directly proportionate to the number of repairs. The advanced journalism students were very careful with the machines as they knew the problems caused when the machines were down. I personally feel that the machines we bought did not have all of the "bugs" worked out of them. I would suggest that advisers talk to people who have used the specific model that is being considered and find out how well it performs under very demanding use. I decided on the Compugraphic Corp. because it is used by our local newspapers and several printers in the city. They all have been pleased with their machines.

I would also suggest leasing the machines rather than buying. When improvements are made, and new models come out, you can trade in your equipment. Also if you are not happy with the model, and it does not meet your needs, you can trade up or down.

One more rather obvious suggestion: the machines must be in a strictly controlled environment. A separate room, to which only authorized students have access, would reduce the temptation for students in your other classes, custodians, friends of staff members and others to touch the equipment.

I do not think computer equipment is the best idea for every program. It depends on the size of your program what you want to stress and your budget. Do not go into it with the idea that it will save a great deal of money. It will not save money or time, but it does provide an excellent teaching tool, if your students have the time and motivation to spend many hours researching, writing, editing stories, designing pages, pasting up, selling ads and setting type.

Be prepared to spend more hours working on the paper. Students are able to set type only at certain times and they are slower and less accurate on the machines than a professional. I also found that more time was needed to keep up with the paperwork required from sending in parts, circuit boards etc., for repairs, getting estimates on repair costs of certain parts, P.O.'s, supplies, chemicals, paper for the machines. Again, I have to stress, the use of computers gives the staff control over the paper. It is their product from start to finish and this gives them an element of pride they would not get otherwise.■

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City High School....Iowa City, Iowa 52240

By: Jack Kennedy
City High School

About the school

I'm no expert in "computing," but I am a firm believer in what computers can do for us in journalism. My experience has little to do with actually setting up programs to run journalism type activities; I am interested in making the computer work for the students and publications I advise.

City High School, Iowa City, this year reorganized into a 9-12 school of just over 1,200 students, most of whom could be classified as middle to upper-middle class. Iowa City itself is a university town, and the parents are extremely interested in their students' learning opportunities.

The school newsmagazine, the *Little Hawk*, is produced 12 times per school year, and is funded through school board general funds ($5,000) and advertising revenue ($5,000). The yearbook and literary-art magazine are entirely self-sufficient financially, with the yearbook operating on an approximate budget of $15,000.

Both newsmagazine and yearbook have laboratory classes that provide daily meeting times, and academic credits, for all editors and staff. We are on a trimester system, and students may repeat the labs as many times as they wish. After the first two tri's, credit is strictly elective rather than English. We are lucky to also have two introductory courses, during which students are given basic instruction and practice in journalistic writing, editing, ethics and press responsibilities, design, and photojournalism (in the case of the yearbook students).

The newsmagazine editorial board is made up of seven editors, and the overall staff generally numbers 25-35 students. The yearbook has an editorial board of 5 students with a total staff of 15-25. Approximately 110 students take introductory courses of some kind during the year, giving us a pool of potential journalists to choose from.

Type of computer equipment used

In September, 1981, we took delivery on an AM Varityper 3510 phototypesetter system, which includes 48K ROM video display terminal, 8-inch disk drive, phototypesetting unit, and processor. Total cost of the system was $14,280. Equipment was bought outright, through a combination of $5,280 from yearbook profits and a $9,000 loan from the school district, to be paid back in three years, interest free.

Chemicals for the processor are purchased locally and photosensitized paper is purchased through Varityper. Our estimated cost per foot of processed paper is currently 38 cents.

Several factors led to our choice of Varityper. First, the firm that had been doing our typesetting previously had Varityper equipment, as does the other public high school in Iowa City. It was desirable to have "back-up" equipment available in case of mechanical failure, and it would be possible to exchange type disks with the other school. Second, Varityper's bid came in a bit lower than the others, and they provided more machine for the money, in my opinion. The business manager for the district approved and helped get my proposal to the board of education. I also talked extensively with my counterpart at Iowa City West, Ben Van Zante, about product choices.

The 3510 can print 50 lines per minute, can handle four type fonts on-line, provides variable point sizes from 5 to 74 in 1 point increments, and has a maximum line width of 45 picas. In one mode, the machine acts as a text word processor, with a capacity of 228,000 key strokes per floppy diskette, allowing reporters and editors to input copy, edit on screen, and later run corrected text through the typesetting logic, producing camera-ready galleys.

In April, 1983, newsmagazine and revenue profits provided the funds to purchase an Apple II microcomputer with disk drive and monitor, and an Okidata U82 dot matrix printer, at a total cost of $2,100. Apple was chosen for its compatibility with most of City High's micros, and because of the large volume of available software.

In September, 1983, yearbook revenues accounted for the purchase of an IBM-PC system with printer, at a total cost of just under $3,000. The IBM boasts 128K memory, while the Apple II has only 48K. The IBM was purchased for specific use with the new "Typestar" program, developed by our yearbook company, Inter-Collegiate Press, that will allow schools to send copy via telephone modem directly to the company typesetter. The PC is also the industry standard in personal com-

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puters, and can be projected as surpassing Apple in available software in the near future.

Uses of computer in pub programs

All type of the newsmagazine, yearbook and literary-art magazine is set at school on the Varityper. Approximately 10 newsmagazine students regularly input copy, with 4 of them generally editing and producing output galleys. Approximately equal figures describe the yearbook use of the equipment. The literary magazine uses fewer than 6 input typists, and has one editor. All reporters and editors may use the Apple, with all being trained in the use of the AppleWriter II word processing program.

Business managers and staff use the Apple for all accounting and filing needs, most often using the PFS: File and PFS: Report software. Our regular circulation/exchange list of over 300 addresses is also computerized.

The IBM-PC is not yet being used to full capacity due to lack of software (we are still researching our best buys in word processing and accounting areas). It is possible that the bulk of our yearbook copy will be sent from the PC to the plant this year, but we may be a year away from full implementation of this program.

Our only operating costs for the personal computers are paper (very inexpensive) and floppy disks ($3 each in quantity). Disks are often provided by students.

We have reduced our type bills from $250-$300 per newsmagazine issue (12-16 page tabloid on newsprint) to $30-$40 per issue for paper and chemicals. We also save on the order of $900 in yearbook type charges on a 224 page, 9 x 12 book.

With what success?

The results of having typesetting and computing capabilities within the school are overwhelmingly beneficial. In-house typesetting has produced a change in copy deadlines that allows more last-minute stories and updates than before. For example, most copy is set on Monday, Tuesday or Wednesday, for a newsmagazine that goes to press Thursday noon. This gives editors greater flexibility in demanding excellence, with rewrites being the normal for most stories. We no longer spend long hours proofing galleys for typos that the professional typesetters produce (after all, they're being paid in terms of time—they're in a hurry. Also, they have no personal stake in the product—student typesetters do.) We still proof galleys, but because of careful editing before output, there are relatively few corrections that must be made (and we can make them immediately, as opposed to sending them out to the "pro" again.

We can make instant design changes, such as pica width modification, simply by changing one command and re-running the story from disk memory, thus saving hours of re-keyboarding.

We can use typography as an intrinsic part of our overall design package, making use of run-arounds, submerged or raised initial letters, and accenting type with bold or italic faces.

The staff is extremely motivated by the equipment. If we had time, all staff members would love to be trained on all the equipment. If we can swing the funding for more input stations, that may become a reality in the next few years. The staff takes pride in our typography, and any typos that slip through can no longer be ascribed to "the typesetters"—only the editors and staff can be blamed or praised.

I have noticed that some of the incredible amount of paper that is generated in journalism has been diminished through use of the computers. Several reporters and editors do all their writing on a word processor, and only produce a printed copy when the article is "perfect." Eventually, we would like to set up an interface that will by-pass the production of even that paper, moving copy from micro-computer to typesetting computer electronically.

Parents are pleased with our use of computers, and often express pleasure that their children are gaining experience in the actual uses a computer can be put to. We go beyond theory in journalism combining process with product. We believe our product (the printed publication) is better due to the process being facilitated by computers.

We are proud that we have been able to bring City High journalism part—way into the computer age without using general fund money, for the most part. Advertising revenues have accounted for 99 percent of the needed money ($19,500 over four years). Raising that much money beyond the printing needs of the newsmagazine and yearbook is a huge job, but the students have risen to the challenge. Yearbook staff members have a goal of $7,500 in ads, when $4,000 would cover production. Newsmagazine staff members are out to sell at least $1,500 more in ads than would be necessary to maintain production.

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This is where the money comes from to add computers to the program. Students and the community appreciate the products that are produced, wish the quality level to remain high, and are therefore willing to support the program financially.

We are not adverse to having the school district pick up some expenses, however, in terms of capital improvements such as word processors and typesetting equipment. We plan to approach the school board this spring with a plan to purchase more input stations for the Varityper.

The biggest problem with the Varityper is simply that the number of hours it takes to keyboard copy is something that can only be reduced so much. Someone must eventually type everything into the computer, and someone must edit it all. With only one input station, we often work at school till 11 p.m. on the Monday, Tuesday and Wednesday of publication week for the newsmagazine, and occasionally must spend Saturdays inputting yearbook copy. That is the motivating force behind asking for more input stations. Typesetting is essentially "product-oriented;" high school journalism should be primarly "process-oriented." More input stations give more students the chance to experience the process of setting type, and at the same time reduces the number of late nights, as copy can be input twice as quickly with two working at once. This produces more "think time," rewrite time, and time for other classes and activities. After all, journalism isn't the sole activity of most students.

Advice for you...

My advice for advisers considering purchase and/or lease of typesetting equipment and/or micro-computer is to immerse yourself in the field for a time. Talk to commercial typesetters about their equipment. Talk to students about the computers they have in their homes. (Students know much more than most advisers, including me, about computers.) Read, research, ask questions, demand answers from as many sources as you can gather. Get bids on equipment from a number of producers. There are amazing deals to be made out there.

Become aware that as the adviser, you must know about the dedicated electrical wiring needed for most typesetters and computers. You must know how to run all the equipment, but you will also have to know how to change paper in the typesetter, how the processor must be cared for, how to order supplies and keep track of your file of diskettes. The adviser of a publication with in-house typesetting and paste-up becomes a shop foreman in addition to the usual roles of teacher, adviser, counselor and motivator. When you go to computers, and particularly to in-house typesetting, it demands your commitment to the technology and the process of making the technology work for your students. Above all, the adviser must stay away from the actual typesetting/editing process, even though the temptation will be great. Being an efficient shop foreman means delegating and organizing for an efficient work-place. Try not to get stuck in front of a VDT when there are students in the lab needing help with their writing or reporting.

Be aware that the Varityper 3510 is obsolete as far as the typesetting industry is concerned, even though in 1981 it was considered top-notch in its class. The computer scene is changing so fast that no one can really be up-to-date. Get the best you can for your money, and make sure your equipment will do what you need now and for the foreseeable future. If your equipment does the job (the Varityper is right for us), the fact that they are faster, more versatile machines is simply interesting, but not crucial to you.

Be aware that machinery needs maintenance and may fail. Most problems we experience are in connection with printers and the actual typesetting machinery, not with the computers themselves. We don't use a maintenance agreement. Our repair bills for the Varityper have been only 30 percent of the cost of a maintenance agreement. Still, I build $700 into the budget for projected repairs each year.

Finally, when in doubt, lease, don't buy. Make sure there is an escape clause. You may not feel comfortable with the new technology when actually face-to-face with it. However, I guarantee one thing: your students are not going to feel uncomfortable with the new technology. And they are our primary purpose, right?■

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By: Wilma Taylor
Warren Central High School

About the school

Warren Central, an Indianapolis far eastside suburban township school, has three grades and approximately 2500 students. As a result of court ordered busing, 13 percent of our students are black.

Respected for quality scholastic journalism since 1924, the Warren publications department, housed in seven well equipped rooms, offers a two semester journalism course required for staff position, two publications periods, and staff photographer and independent study opportunities.

The Owl newspaper comes biweekly, distributed to all students, 12 to 16 pages in a 15 x 11 1/2 newsprint format, and is sent camera ready to a commercial printer.

The *Wigwam* yearbook, a 9 x 12, 242 page book, usually has 16 pages in four color and is sent mainly camera ready to Herff Jones yearbook printers.

Sequoia, our creative magazine, will be published in the late spring, in a 8 1/2 x 11, 24 page black and white format.

All publications share adviser, staff, funds and facilities and are managed by a senior editorial board, with each publication having a senior editor directly responsible for coordinating its production. Funding comes from $2 of a $3 Home Room fee, display advertising, sale of yearbooks ($13,$15), and profit from underclass picture sales.

Type of computer equipment used

Our typesetter, fondly known as Hector, is an AM international Varitype Comp/Set 3510. The cost of the keyboard, typesetter and processor with six discs was about $28,000 four years ago when it was purchased. We cannot afford a maintenance contract, and most of our repairs run about $300 to $500. Luckily, we have had only one of these costs occuring per year. Supplies include chemicals and paper and usually cost about $400 to $500 per year.

The first typesetter was purchased for this department in 1974 for the 50th Anniversary of *The Owl*. It was also an AM international, but a punch tape model. The copy could be punched in the department but had to be taken to the Career Center print shop for processing, whenever they had time to do it. In 1980, when the duties of student publications became joined with district information duties, it was requested that new equipment be purchased, as the Career Center had decided to change models with the old becoming obsolete. A proposal was drawn up requesting that the publications department receive a unit complete for typesetting and printing which would be compatable with the new units in the Career Center. The proposal was accepted. No other make of typesetter was really considered at the time, because the Career Center made the choice and we just tried to plug into it before the opportunity got away.

No doubt, one of the factors involved in obtaining the complete unit for the publications department was the fact that at that time all district publications were being produced in the publications department. As I understand it, the choice was made for this particular equipment because it is considered the finest total typesetter available, a so called "state of the art," whatever that means.

Uses of computer in pub programs

Our typesetter for three years was mainly used by a publications department secretary, myself, and a few selected seniors, as time would permit. Since I am no longer involved in district publications and there is no secretary, Hector has become a friend of the "masses." All publications staff members edit/scroll their copy onto a disc which is then edited by a senior and given to our production manager to run through the typesetter. By edit/scrolling, the student is able to type in his story, move a cursor back and forth, up and down, correcting as needed. Working in this program, the screen displays 10 lines including two function lines and eight working lines of copy from a scrolling buffer of more than 12,000 characters.

Not only is copy set and edited on Hector, but we also file the *Wigwam* index, run ad copy plus special graphic effects, and store mailing lists, etc. Since the only paper we can use is photo paper, we usually just run one copy of what we want and photocopy copies from that for multiple use.

As for the cost of printing *The Owl*, sent camera ready to the

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Noblesville Ledger, it is around $350 for 3300 copies of a 12 page paper, including the cost of PMTs.

Wigwam costs are reduced by typesetting our own copy in two main ways. First, the plant deducted about $700 from our contract for us doing the typesetting. Secondly, we really cut down on plant correction charges, as we see our mistakes and correct them before sending the layouts.

With what success?

How has Hector changed our lives here at Warren Central? First, he has made us much more immediate. Many times we will change and update a story or add a story as it breaks on Wednesday morning before taking the paper to the printer for a Friday distribution. This gives the staff a feeling of being able sometimes to scoop some papers, even if it is only the *Indy East*, and provide Warren students and staff with up-to-date news coverage.

Hector also helps our publication look professional, readable, and attractive with the many different typography techniques to which we have access. The staff is proud of the way the *Wigwam* and *The Owl* look.

Now, with all the staff having "hands on" experience with the typesetter, they seem more eager to input their stories and seem to do a better job with editing. They can easier spot those long paragraphs and dull sentence beginnings. They just keep wishing that Hector could spell for them.

Headline counting becomes a much more accurate art when a staff member can sit down at Hector and see the characters counting off and, knowing how important it is for that line to fit, change a word with a fat *m* to a skinnier synonym.

With yearbook, Hector makes it possible for the staff member to see exactly what their spread will look like and to fit copy into whatever space needed, exactly as it should fit. After yearbook copy is run, it is then photo copied so that it can be pasted into the super dummy spread. Voila, instant yearbook.

Parents have really commented on how much they appreciate staff members having the opportunity to work with Hector. After this past Christmas, seven of my staff members received home computers because of their interest from working with Hector. Now they bring in their printouts from home and from them input their stories into Hector. The Computer Age is really at hand here in Warren's "pub."

I do feel that the quality of student writing has improved since Hector came. When a young journalist has the opportunity to manipulate words, move them, erase them, boldface them, shrink to 5 1/2 point or enlarge to 72 point, theme, then that young person begins to feel more that words are personal tools for communicating the news of the world around him.

Now we are trying to purchase a personal computer that will interface with Hector so that we can get more keyboard time available for the staff. We could use the computer for many other functions that Hector really is not geared for practically. We are hoping that this will be accomplished by next year.

Advice for you...

"As for a quality letter look, I have yet to see a micro-computer printer that produces as good copy as a typesetter, but they are improving every day."

What advice do I have for other advisers? Well, probably few school systems can afford this typesetting system unless it is a cooperative venture with the print shop. Other typesetting systems, such as Compugraphic, may be cheaper and probably are just as good.

As for a quality letter look, I have yet to see a micro-computer printer that produces as good copy as a typesetter, but they are improving every day. Regardless of letter quality, the process of screen editing is invaluable. I would hope that advisers could all have access to some type of computer or word processor for editing purposes, if for nothing else.

In scholastic journalism, I feel that it is through the process and not through the product, that we really touch and change the lives and skills of the young people with whom we work.■

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Skyline High School.... Dallas, Texas 75227

By: Judy Babb
Skyline High School

About the school

Skyline High School encompasses 83 acres with 7 acres under roof, housing over 4,200 students. It is both a magnet-type school, offering 26 career or academic clusters and a regular four year high school. About half the students live outside the district and choose to attend on a curricular, cluster of M&M (race) transfer. Diversity marks Skyline's student body racially and in learning levels.

Yearbook and newspaper staffs have classtime and receive credit for their work. Neither receives school funds; and profits made from sales and advertising have allowed purchase of equipment, including a computer typesetter. Both publications are given to the printers camera ready.

About one fourth of the staff work on both publications. Newspaper staff has 12 section editors, two assistant editors, an editor-in-chief, and associate editor, 16 photographers and a myriad of section editors. Editors are responsible for story writing, page design and paste-up. The yearbook is one of the largest high school books in the nation at 9 by 12 and 488 pages. Delivery is in May with the final deadline in late February.

Seeing the yearbook bill go from $23,000 to $49,000 in eight years with all the creative extras disappearing was incentive for me to investigate alternatives.

Type of computer equipment used

The decision to buy a typesetter was the one I made although it took me three years to convince my principal it was the correct move to make.

We bought a Merganthaler MVP-2 with Disk Option. Ours was a reconditioned model costing $6,500 and uses a single 8 inch floppy disk. A new unit would have cost $11,000.

Skyline's graphics cluster has done some of our setting in the past and has allowed me and a few of my students occasional access to their equipment. It was inconvenient not having the equipment in the journalism room and not enough time was allowed to typeset the yearbook. When we bought, we wanted equipment that would intergrate with their systems and allow us to use their VIP. It was helpful that they could help us set up the system, help program it and make minor adjustments.

We have had no down time, hence no maintenance. Disks and paper are our only costs. The disks are reusable and cost $3.00 each. We purchased 15 and allocated five each for newspaper, yearbook and yearbook index. The paper costs 35 cents a foot. Graphics, who is running everything through their VIP, will bill us at year's end. I anticipate a bill for about $3,500 to $4,000 for yearbook and newspaper.

Our yearbook bill for the 1984 book was projected at $54,000 to $55,000. By adding the typesetter and doing our own paste-ups, we have reduced cost to $43,600 and have added innumerable creative options for which the yearbook publisher would have charged us extra had they been doing the paste-ups.

Uses of computer equipment used

The primary use of the machine is typesetting. The machine's capabilities are far reaching with type sizes ranging from 6 point to 72 points. Some of the type over 36 point requires hand inking. The machine can be programmed to make indentions for pictures, headlines and blurbs. A fairly wide range of type styles is available.

In addition to typesetting all yearbook and newspaper headlines, blurbs, stories and captions, we are able to compose ads on the machine so that they require very little cutting and pasting. We have also stored on disks all the names of students, faculty and staff, advertisers, team and organizations alphabetically to which we will add numbers to make a complete index.

Typesetting our own newspaper copy has allowed us to expand our newspaper from its former 12 pages to 16 and 20 pages because we don't have to rely on others to do the typesetting. Cost for 1,600 20-page copies is around $465, down approximately $100 per issue.

With what success?

The addition of a computer typesetter has been a tremendous boon to the journalism program. The addition of the equipment has ex-

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tended newspaper deadlines several days and delayed final yearbook deadline by about three weeks. An occasional newspaper story can be turned in the day we go to the printer, allowing the paper to be more timely.

Since we have only one keyboard, access to the typesetter is limited. Only four students are typesetters although others occasionally type their stories onto the screen with bell codes added later. After yearbook is turned in and the typesetter isn't in such constant use, students with good typing skills and interest will have an opportunity to be taught how to use it.

While the typesetter has extended newspaper deadlines a little, it actually has made yearbook copy deadlines earlier since time must be allowed to do paste-ups. At the same time, the additional creativity allowed by doing the paste-ups has done a lot toward increasing staff motivation. Seeing completed paste-ups builds excitement much as brownlines did but without waiting 12 weeks to see them.

The effect the typesetter will have on recruitment is yet to be seen. We didn't know we would have it for the current school year until months after staff had been chosen.

Parents who have come in to visit have been impressed with the equipment and are eager to see it in use. Not being able to show the completion of the process is a slight disadvantage but not a serious one in that one doesn't see the finished product in a news room of a daily paper until the paper is in print either.

Since we were able to tie in with a system already in use, we were able to buy a much faster and more sophisticated system. We have access to many more typestyles and have help with any problems ("How do we get an indention in the column for a picture?" "How can we indent seven picas into the column for five picas to insert a headline?") in the building at no cost. Should we have a minor problem with the machines, the print shop manager could trouble shoot and possibly fix it without a service call. Other teachers will not, in all likelihood, have the same advantages.

Our system does have disadvantages. Cost would be prohibitive for most other schools in that they would have to buy a processor and a VIP which would be in the neighborhood of $15,000 more. It also requires that people who use it be highly computer-oriented.

At the first of the year, learning codes, how to gain entry and how to close out an entry were a problem. One simple mistake could cause hours of work to be erased. Another mistake could misfile a story so that you think it's gone. Forgetting a simple code could cause a story to come back in the wrong typesize, the wrong face or with the wrong leading.

After the story comes back up from graphics, correcting mistakes is made far easier by the machine. By recalling the story, deleting what is not in need of correcting and transferring the corrected part to another number, we save time, money and have the story to work with on paste-ups while waiting for the corrections. (You don't have to send the proof back to the typesetter for corrections).

Advice for you...

Honesty prevailing, most of our problems have been with organization. Not being able to forsee students losing or misplacing their typeset copy, ordering copy in the wrong pica width or without consulting their dummies encompasses the majority of our problems. Not writing down a complete story idea on our file also kept us from finding stories put on disks at earlier dates (in the event that the story is lost).

We also mistakenly did away with quadpaks thinking that since we are doing our own yearbook paste-ups that we would no longer need them. Having four copies of the page would have been ideal with organizing the book and indexing it. Again, honesty makes me admit that we may not have as good an index as in previous years.

If I had known what I know now, would I buy a typesetter again? Most emphatically yes! I am so pleased with what we can accomplish with it, of the skills my students are acquiring because of it, of the money we are saving due to it that I could kiss a principal. Hopefully in another couple of years, we'll be able to get another terminal.■

By: Al Hoffmeyer
Carrollton High School

About the school

Computer typesetting in a small school may seem like an impossibility but even for the computer illiterate adviser, photo-typesetting is not out of the question.

If the circumstances are right and your school system is interested in progressing and in spending some money now in order to save money and time later while gaining more control of its expenditures, typesetting is a very real possibility.

Such is the case with Carrollton High School. CHS is a small (400 enrollment) school in midwest Missouri more than 70 miles from the nearest large city, with ongoing and growing typesetting facilities.

The students, generally from farm backgrounds with very traditional values and expectations, are involved in nearly every extracurricular activity at CHS.

Type of computer equipment used

To this system typesetting was STAR WARS technology and I needed some help. It came in the form of a push from the teacher of a fledgling Graphic Arts program which has since grown to a strong program with the addition of a Vocational-Technical school in 1980. Funding for the typesetter and processing equipment was initially drawn from funding for the Vo-tech school which receives 50-50 funding from the state.

In 1980 through federal funding, Title IV-B then, I was able to purchase a terminal for the journalism classes identical to the one in the Graphic Arts program.

The typesetting equipment purchased was, at the time, state of the art, word processing equipment. It is produced and sold in Kansas City, the closest city to Carrollton, by Compugraphic Corporation and is nearly standard in small newspaper plants in our area. The units purchased by Graphic Arts and Journalism include two MDT-350's (stand alone terminals with monitor, keyboard and single disk drive housed in one unit), a Trendsetter photo typesetting unit and separate processor.

The reason I purchased the MDT-350 was for compatibility purposes and partially out of ignorance. In defense, however, this is very good equipment, both reliable and easy to use. Also at the time I knew of no other schools which were using typesetting and had no one else to consult.

In addition I found that dedicated photo quality word processing is expensive, nearly $22,000 initial cost. The additional terminal I purchased cost $4250 new but I was able to buy a reconditioned unit for $3450 through Inland Printing Equipment, Inc., in Lenexa, Kansas, the factory reconditioning center for Compugraphic equipment.

Uses of computer in pub programs

Once the equipment was installed, I set about learning to use the terminal and preparing teaching materials for my classes. Students are first introduced to typesetting in the Journalism I class (primarily sophomores) through traditional methods of explanation of how the machine works, practice using the commands and a test on use of the commands which is on disk.

Students must be able to load and run the program in order to take the test. In Journalism II students are expected to enter their own stories, proofread, edit where necessary and enter the stories to a disk. Two approaches to preparing the disk for printing are then used. First, each section editor is expected to read the stories assigned to his section and copy edit them. A first rewrite on the disk is undertaken at this point. Following this step I read the stories on the machines, make suggestions and a second rewrite is done. Then a final read is made and stories are marked for printing.

"Students must be able to load and run the program in order to take the test."

Because our equipment is dedicated (it has no mathematical functions) this is our primary use of the machine. However, we are constantly updating and expanding the appearance of our newsmagazine by adding to the graphic possibilities such as cut-run arounds, initial letters and size and type styles available with the computer.

In addition we do many typesetting jobs for the school district, program

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brochures, advertisements and many more. This year we also put our yearbook sales on disk for a print-out of the student's purchases.

One minor obstacle is that the photo typesetter (Trendsetter) is housed in the Vocational school across the street from my building and disks which have been marked for printing must be hand carried across the street to be photo-typeset.

The galleys are then carried back to the journalism room to be pasted-up. Once paste-up is completed the pages are carried back to the Vo-Tech where students in the Graphic Arts class make negatives and plates. The plates are then run on the presses by the students there.

This process costs approximately $100 for a 16 page 500 copy issue, not expensive by comparison with other methods schools are currently using.

Though I don't believe the equipment really helped much with staff organization it was and continues to be a staff motivator. One of the first questions students ask is when can they "get on the computer?"

With what success

Before the advent of the MDT we were setting our copy on IBM typewriters and justifying margins as best we could. Very few graphic effects were possible because of the time and inflexibility of the typewriters. Needless to say, few students were really motivated by this process and proofreading was even worse especially when I had to tell a student to retype (and of course, re-justify) his story.

The end result was always full of errors it seemed and always looked like it had been typed on a typewriter no matter how good the photos were and how graphic the headlines, which at the time were set on a strip printer.

Though the MDT didn't solve all our problems, it certainly cleaned up our product and helped encourage students to be better typists, proofreaders and organizers. Merely because less time was spent on typing, more time could be spent on

"...it certainly helped encourage students to be better typists, proofreaders and organizers."

making the story more readable.

Students also liked the final product more and now seem to be looking for more ways to use the computer in graphic design.

As a result, the newsmagazine became more widely read by students, advertisers and parents, who ask for additional copies and even call if they don't receive their copy on press day.

While it is hard to measure the effect of the use of computers on students I seem to always have a few parents of students in my journalism classes who are encouraging their kids to pursue a journalism career. I think at least a part of this enthusiasm is due to their real-world experience in journalism classes.

Before I leave everyone with the impression that a computer will solve all their problems and make their students excited journalists, I have to tell the rest of the story.

The most obvious problem is the limitation placed on students because we have only one keyboard (the MDT in the Graphic Arts classroom is not available to my students).

"The most obvious problem is the limitation.. we have only one keyboard."

When one student is entering his story at least one or two others are waiting and, due to the length of some stories, may be unable to get on the computer during the hour. We have compensated somewhat by staggering deadlines but the problem still exists.

The second problem is due to the dedicated nature of the MDT. It is unable to use software which would allow us to keep records, grade sheets and an accounting system for replacing consumable materials, in short any function other than typesetting.

A second problem with the MDT itself is that it does not have a counting keyboard. This feature would allow us to view a story on the screen in its approximate width and tell us the length of the story. A board is available to turn our machine into a counting keyboard model but it is relatively expensive ($1700). Another advantage would be in the fitting of headlines. At present we are using a manual count system and crossing our fingers on any headline that is close to our maximum unit count.

Advice for you...

If I were doing this again and had the money to go with a typesetting system I would investigate models which have the features (mathematical capability and counting keyboard) that I really feel are necessary.

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As for the lack of keyboards there is no cheap, easy solution. I am starting to remedy this situation, at least somewhat, this year with federal grant funds. Our school applies for, and receives federal money through Chapter II, a block grant administered by the state. Through this method of funding I have applied for an interface, which will allow me to connect the Radio Shack microcomputers we have in the math department to my MDT for formatting with the typesetting codes needed by the Trendsetter photo-typesetting unit.

While there may be more manufacturers of these interfaces, I found two which had the equipment I needed. Again nothing in computers is cheap. First Main Computer Systems, Inc., of Bedford, Texas, offered a Mini Disk Reader for $2500 which will format disks from most microcomputers for running on a number of different typesetters.

"I hope I have whet the appetite of journalism instructors for computer typesetting."

The other manufacturer, G. O. Graphics of Lexington, Maine, also makes boards for microcomputers to interface with typesetters for $2995. This company, however, had a board for our equipment that they could make available for $1995 complete.

By interfacing the Radio Shack computers most of my problem will be remedied. I will have at least two more keyboards, the counting ability (through Radio Shack software) and I can attach a low cost printer for draft quality printing for my accounting needs.

If I have done anything in this article I hope I have whet the appetite of journalism instructors for computer typesetting. While I have touched only on my program and there is so much to say, I have omitted what I believe may be the wave of the future for the computer in the Journalism class-accessing Data Bases. Will have to save this for another article.

I also omitted the feasibility of using microcomputers and letter quality printers to do copy for newspapers and yearbooks. It seems to me that a very real savings and considerable versatility is possible from this approach.

One last comment, maybe the most important one of all: Be prepared to spend considerable time with this "baby." Computing is so challenging it is easily addicting and while you punch happily away at the keys your spouse may be waiting with dinner and a club to remind you that you are putting in too much time at school...again!■

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By: Mark Shoup
Carmel High School

About the school

Carmel High School is located in an affluent suburban community on the far northside of Indianapolis. It is a three-grade high school (10-12) with an enrollment of around 2,000. It is one of the largest high schools in the state. (If Carmel were a four-year school, its enrollment would be around 2,700.)

Carmel students tend to come from upper-middle class families. There are only a few minority students. Most Carmel parents are business executives or professionals.

Graduation credit is earned for working on the staffs, although the magazine staff also receives English credit because the publication is produced as a project in the magazine writing class.

Journalism techniques class (beginning journalism) is a prerequisite for only the newsmagazine staff.

Type of computer equipment used

My students and I work with a phototypesetter, a Varityper 5410. It was purchased in the fall of 1983. The typesetter and its processor were demonstrator models and their combined cost was around $17,000. I found that price to be quite competitive with models offered by other manufacturers.

I also have an Apple IIe that I use for class instruction in my journalism classroom. It is primarily used to produce the small newspaper that my beginning journalism students produce. It will become more valuable as the yearbook companies continue developing software for yearbook instruction. I do not have a printer, but one is available in the English Department office.

All of my equipment's maintenance costs are assumed by the school corporation; supplies are paid for through publication accounts. I keep separate accounts for each publication.

I purchased Varityper equipment simply because I felt that it was by far the best and most flexible equipment available at the time. When I purchased my typesetter, Compugraphic didn't offer a modular system and I was also impressed with the professionalism of the Varityper (AM International) sales staff in the Indianapolis office. Varityper also trained me on the equipment with an expert from their district office. They also offer free telephone advice.

The decision was mine although I consulted with my department head, principal and graphic arts instructor before making up my mind.

Uses of computer in pub programs

I advise three student-produced publications at Carmel: *The Hi-Lite*, a bi-weekly newsmagazine; *The Pinnacle*, a 232-page 9 by 12 yearbook; and *Preludes*, an 80-page creative/art magazine. *The Hi-Lite*, which is tabloid-sized, is completely typeset on a Varityper 5410 photo typesetter. Most of the typesetting is done by the staff. The newsmagazine staff also does complete paste-ups of the 12-page publication. *The Hi-Lite* is printed commercially at *The Noblesville Ledger*.

The yearbook staff also typesets the yearbook — including the index. Although the yearbook is typeset by the staff, it is not pasted-up by the students. Paste-up and printing are done by Herff Jones Co. in Missouri. The yearbook staff chooses the type face that it wants to use for the book and we purchase a type disc for the typesetter.

The magazine is also typeset by the staff and completely pasted-up by its members. It is the only publication at Carmel that is printed by the school's graphic arts department. The principal requires that it be printed by the graphic arts students as a class project.

I work with three separate staffs, although photographers are considered "publication photographers" and work for all three publications.

With what success?

I have been pleased with the results. When I was hired at Carmel five years ago, the newspaper staff used a Compugraphic 4 typesetter which didn't allow for full-screen text display and had no disc drive for storage. I felt that it was necessary to update our equipment if my students were to actually produce top-quality publications. Fortunately, I work with a principal who places a high priority on the student press and who

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helped me get adequate funding. He constantly helps the publications program by providing both financial and moral support.

I find that it is important for students to learn how to use computer equipment. It has helped my students improve their editing abilities and also cut down on mistakes that appear in print. (This also saves a great deal in yearbook correction costs.)

Carmel has an extensive computer center and a few of my staff members have home computers, so it is easy for them to make the transition in the publication program. As a matter of fact, my yearbook business manager uses his home computer to help himself organize ad and book sales.

All of the staff members receive instruction on the equipment, although the real typesetting is actually done by just a handful of students. If every student were to typeset his own story, production would take forever.

The retrieval of information is also valuable. Since copy is stored on a disc for as long as necessary, if a story is ruined in the processing process or on the light table, it can easily be recalled and reprinted. With the old typesetter it had to be completely retyped — a time-consuming process to say the least.

So far maintenance costs have been low and the quality of our publications has improved. I am pleased with the decisions that have been made.

Advice for you...

My advice would be to "go ahead, but only if you can afford to." The type of equipment that my students and I work with is quite expensive. To purchase top-quality typesetting equipment means making an investment of $20,000 or so. In this time of budget cutting that might be too steep for most schools. I'd suggest a smaller computer/printer or have typesetting done professionally.

Basically my advice is to take your time. Know what your needs are and know exactly what kind of money you have to spend. When I was "shopping around" for new equipment, I called several professional printers in the area and asked their opinions. They were helpful, and most importantly, objective.■

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Portage High School.... Portage, Indiana 46368

By: Debbie Heitmann
Portage High School

About the school

The switch in fall, 1983, to in-house typesetting, paste-up and printing of the school newspaper at Portage High School has been a success.

The publications department of PHS, Portage, Indiana, serves a two-building school of nearly 2,700 students. The school serves the entire population of Portage Township, a suburban area of Northwest Indiana.

The department included the *Pow Wow* newspaper, *Legend* yearbook, *Saga* literary magazine, News Bureau and a photo staff which works for all publications. Most students in the program take a year of photography through the art department or a year of Beginning Journalism before enrolling in one of the advanced journalism sections. All staffers receive credit each semester, although the credits may no longer be applied toward the "required" core of English classes. Students also have the opportunity to be inducted into the international Quill and Scroll honorary organization and to receive a school letter.

Pow Wow is the only publication so far to "go computer" on a large scale. The paper, previously a biweekly, has been produced about every three weeks this year because of a switch to in-house production. Students are now doing their own typesetting, and paste-up—and the printing is being done in the school's Graphic Communications Center in the next building.

The newspaper is funded with advertising and a $1 per student annual activity fee. The switch to in-house production has radically reduced the need for a set number of advertising inches and eliminated many adviser headaches! Certainly, we have the capability to do more issues and more pages. Time now becomes the bigger enemy.

Type of computer equipment used

The students set their type on two Compugraphic Mini Disk Terminals (model 350). For output the disks are put into a Compugraphic Trendsetter, which transfers the image to photographic paper. A final step involves running the paper through a processor.

Supplies required include mini disks for the MDT's (so far we are using just two and erasing stories after each issue) and paper for the Trendsetter. The Kodak brand of paper being used has cost $19 for 4", $26 for 6" and $37 for 8" recently. Each roll contains 150 feet. Each time material is processed, there is some waste at the beginning and end of the piece being processed. Therefore, the more stories, cutlines, headlines, and ads processed at once, the better. We switch to the 8' paper at paste-up sessions to accommodate headlines; otherwise, the 4" paper easily accommodates our usual 11 1/2-pica width. Cheaper papers are also available.

The processor requires two kinds of chemicals, activator and stabilizer. Five-gallon quantities have been running $40 and $66. A full gallon must be changed about every couple of weeks or so.

All the equipment is in the Graphic Communications Center at PHS West. It was purchased through the vocational education department. Printing teacher Marty Troglio chose the Compugraphic equipment because of the ease of operation. He spent about $22,000 in 1979 for the equipment and has had no service problems. He was able to make the only minor repairs needed by telephone. A spare parts kit is also available.

One thing that bothers Troglio is the distance to the service location. He has to call a long distance number in Washington state or Atlanta and usually gets a busy signal. He also said that the original hands-on instruction was poor.

One thing that Troglio and I agree upon is the need for more input terminals. With just two mini disk terminals, the average staffer cannot compose his story at the computer. Instead, many staffers write out their stories longhand, have them typed, then have them type-set. Our next request for equipment will include more mini disk terminals, preferably for the publications office at PHS East. Students could hand carry their disks to West for output or possibly use a modem to send the information over the telephone line.

Troglio said that he does like having separate input and output units. He said that other improvements he would like would include the ability to keep more fonts on line. The Trendsetter can keep eight fonts on line at a time. We keep Helios regular, italic, bold and bold italic on line at all times and switch the other four. The print shop instructor also said that it is hard to keep up with the

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constant changes in available equipment.

Uses of computer in pub programs

The typesetting equipment is used by vocational printing for all school printing plus jobs for other organizations. The journalism students typeset the entire *Pow Wow*, plus an occasional special leaflet, brochure, advertisement or other item.

Printing of the *Pow Wow* and other items for the publications department is also done at the print shop. Troglio received a new $43,000 press last summer that will accommodate the 17 1/2" x 23" size paper that *Pow Wow* requires.

Using the school print shop has required several changes in producton of the *Pow Wow*. We kept our page editor system and started requiring page editors to handle paste-up of a page. They also write about one story per issue, with more stories written by assistants. We lined up two recommended typists as typesetters. We all learned some paste-up basics.

Our schedule has changed a bit, too. The print shop requires more time than our commercial print shop did. We've been a tri-weekly this year and hope to be more of a bi-weekly by next fall. We certainly can't use money as an excuse. The hardest part is still the same old story—deadlines. It's hard to avoid a glut of typesetting just before paste-up night. Our typesetters spend several days waiting for work, then are deluged just before and during a worknight.

The students gripe occasionally about our early deadlines and about the quality of printing from the school shop. To be honest, I don't think the paper has suffered from having to turn in finished paste-ups by about Tuesday (maybe Wednesday in a pinch) for a Friday issue. We've had to press our sources and ourselves more to have information together if it's going to get covered. We also keep our commercial printer as back-up. They have kindly told us to feel free to bring in paste-ups any time. Frankly, we could have the paper printed on newsprint, the preferred paper of some of my staffers, for just a few dollars more commercially. However, I like the idea of students being involved in the entire product. When my kids gripe about printing quality, I remind them that everything about our paper would undoubtedly be better if it was done by professionals who had eight hours a day to do the work.

With what success?

Morale is generally high on staff. The students like doing their own paste-ups, and the typesetters love figuring out some new trick with the computers. Although they sometimes find a long paste-up night tiring, they like the fact that they have the control and have picked up a new skill.

Reaction from the public has been good, too. Although some staffers think the paper no longer looks like a "real" paper, we received quite a few compliments about readability and halftone quality when we switched to 50 lb. white book paper for the third issue. (The print shop found newsprint difficult to print and fold).

Student readers are especially complimentary when we produce a six- or eight- pager, and they like the fact that we have fewer ads.

Advice for you...

It's hard for me to give advice to others, since I didn't have to select our equipment. One good idea is to work through vocational education, if possible, since they have grants and matching funds available in many cases. Even though we have to walk pretty far to the print shop in another building, I like not having to worry about maintaining the equipment or taking care of the chemicals. I simply get a bill for each issue. Our costs have gone from more than $350 for 3,000 newsprint copies of a four-page tabloid to about $140 on 50 lb. book paper.

In short, I have found that using computers has generally saved us money and headaches and given a new shot in the arm to our staff. I would advise others to take the plunge if they can.■

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Ben Davis High School....Indianapolis, Indiana 46224

By: Dennis Cripe
Ben Davis High School

About the school

Ben Davis has a total school enrollment of about 2500 students. The journalism program is actually a "two-level" approach. Basic journalism students are required to complete the "survey" course before consideration can be given to advancing students on to publications. Currently, I have 60 students who are in this first level of journalism for credit. Another 30 students will take this class in the spring for a total of 90 to 100 students in this "entry" level. The publications staffs themselves consist of about 20 to 30 students each. The number varies from fall to spring, depending on the number recruited from the basic classes.

Ben Davis publications are pretty much student produced. The newspaper publishes 25 issues a year with students organized under an editor-in-chief along with page editors who provide essential leadership. The newspaper is produced completely camera ready, including halftones which are produced to size in the darkroom. The paper is produced as part of an industrial arts class. All publications work is given one credit per semester.

The yearbook provides the essential funding for all publications. Through the single business staff, half page or full page ads in the yearbook also include free access to the newspaper—a kind of marriage of sorts. The book sells for $15 and generates about 1200 to 1300 sales. Senior and underclass photography commissions account for some $5,000 while ad sales total about $4,000. The newspaper costs are about $2,000 (yearly).

In terms of yearbook production, the staff sets all advertising pages (22 pages) plus the index (10 pages), theme copy, sports scoreboards, and some headlines and caption areas in group areas. The yearbook is fully credited.

Type of computer equipment used

Publications both use the Compugraphic MCS 10 system with the 8204 MCS typesetter. Additionally, we have purchased a Radio Shack TRS 80 computer which we've interfaced with the Compugraphic Junior, an old typesetter we've had for nearly seven years. Using the "Scripsit" word processing program, we now have full disk storage and screen editing with the old typesetter. It is not as fast as the MCS, but is a great improvement over the old, direct-entry style we used to use.

The MCS 10 typesetter and two work stations (one for journalism and one for business students) was financed through a vocation ed. grant. I was included in the early discussions about the type of word processing the school should buy. I'd highly advise teachers to get into those ground floor discussions and be ready to justify why journalism students need their own (or access to) any equipment purchased.

The systems I have described break down in cost somewhat like this. For the MCS "work station," which includes a keyboard, single (or dual) disk drive, VDT screen and computer, the cost is in the $3,000 range. The 8204 adds about $9,000 to $10,000. Because the 8204 is limited to just four fonts of type, I would recommend the more flexible models which gives you more potential fonts all arranged in one typesetter. The 8204 model we have provides point size from 5 pt. to 36 pt. Disk storage is an amazing 160,000 characters.

We have taken out a maintenance contract on the MCS system mainly out of concern for the typesetter. Thus far, no major service calls have been required. The basic supplies for the MCS are somewhat expensive. I order by the case because it tends to last a semester or more.

One case of "activator" runs about $50.
One case of "stabilizer" runs about $70.
One case of 4 wide x 150 ft. long paper runs about $220.
One case of 6 wide x 150 ft. long paper runs about $310.

Eight inch paper is available and can be run in either the MCS or Junior typesetters but I use it rarely.

In terms of the Interfacing we've done with the older machine, I did business with a company in Lexington, MA called G.O. Graphics, Inc. The actual interface communicator cost $1,500. The device allows a micro-computer to communicate with the typesetter by linking the two together. Because of the close-out on the TRS-80 Model III's, I was able to get a re-conditioned one for $1,200. Total cost to completely upgrade the old typesetter (Com-

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pugraphic Junior) was about $2,700.

The only limitation to interfacing is the technical aspect of getting it set up. The interface unit itself must be hooked up by someone who truly understands computers. I was lucky enough to find (and hire) a student here to hook it up. There can be a few "bugs" to work out, however, but anyone willing to stick with it can handle the technical demands. The G.O. Graphics people can also help by providing consultation by phone. In all, I'm quite pleased with the results.

Uses of computer in pub programs

My students have sole use of the equipment. We partially share the MCS typesetter with business students (the actual 8204 is located in the business department so we run our disks upstairs to be set). Since students operate all the equipment, we've assigned work disks to each page editor and section editor. In other words, if the feature editor wants to set a story, he must enter that story on the "feature disk." We maintain a careful log sheet of each file established, the name of the operator, the date and longest line length (for purposes of paper width in the typesetter).

I have also entered all the yearbook advertisers and the status of payment. I can call up the ads file and update paid accounts, check addresses, phone numbers, and other pertinent information relative to the design of the ad.

Because we send everything to our school print shop camera ready, we can typeset the newspaper on Monday and Tuesday finish paste up on Wednesday morning and distribute the paper on the following Friday morning. Often, we can include sports and some news stories that have occured in that same week of publication.

I might add that to maintain organization and control of the typesetting, we have established a position on both staffs called "managing editor." This person is the "essential student" whose job is to see that the overall "flow" of production is being maintained. He will tend to set more copy than any other student, but it is his job to constantly be training new students on the computers. The managing editor maintains the log sheet and makes sure entries are made properly. This person also writes for the paper, but is the "man in charge" when it comes to production. The position has worked quite well. As a result, we are able to produce a four page paper each week, particularly second semester (when our staffs grow considerably from journalism class).

With what success?

Perhaps I've already hinted at the results of all this. The staff feels like it truly is a newspaper. We can be timely. We get type immediately and can change items that do not quite measure up. We can learn rapidly from previous issues and implement new techniques constantly.

Because of the great measure of control we have over type and pictures, we have done the following quite easily:

a. Added "drop" or "large initial" letters to occasional copy blocks to better accommodate elements of contrast.

b. Established cleaner folios, bylines, masthead, and other internal design which is quite difficult to do without having typesetting capabilities.

c. Added more charts and graphs, using such items as "bullets" and pulled quotes. Students simply think in terms of graphics along with planning stories because it's all a part of their responsibility and control.

d. We've cleaned up our headline schedule. Since display type is all computerized, it's easier to plan the variety in headline sizes. We use far more one columnn heads and often compose heads on the screen where we know what we are going to get before it goes into the typesetter.

Advice for you...

In addition, we've added tooling lines around all photos and can butt lines right up against halftones at no cost to us or the printer. In short, having all we need to produce the publication gives student incentive to try more creative graphics and design techniques. Cut-out pictures, ragged right copy, column rules, one-half column photos, etc., would never have entered our thinking just two years ago. Now, putting out the paper is truly a stepping stone process and improvement can be felt by a staff each and every edition.

I could write more because I'm really sold on giving journalism students the control they need over type and photos. Any staff must start with the basics and learn to do them well. But it's amazing to me how quickly students pick up on the computer terminology and procedures and pass this knowledge on to a peer standing by. There's no doubt the computer age has increased staff pride and (I hope) staff quality. It's quick, professional, and timely. I would most definitely make pretty much the same moves if I had it to do all over again.■

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A system's approach to computer use

LaSalle High School.... South Bend, Indiana 46628

By: Ann Korb
LaSalle High School

About the school

LaSalle is a school of 1500 students located in the northwest section of South Bend, one of five public high schools in the city. The journalism class is a one semester credit course; the newspaper, however, is an extra curricular activity and students are not necessarily involved in both. The Explorer is a bi-weekly publication with 17 issues; funds come from $3 an inch advertising and a $2 subscription fee. The staff is chosen by the current editors and adviser from sophomores and juniors already on the staff or suggested by English teachers.

Type of computer equipment used

Presently LaSalle's print shop uses a Verityper 744 photo typesetter (approximately $15,000), punch tape driven with a stabilization processor; the spec 2 paper (6 x 150 feet) costs $38 per roll. The service contract ran $2,000 per year. We use PMT photo preparation (an $800 unit), the camera is a 20 x 24 Brown Carvelle ($8,000) and the press a 19 x 25 Harris 1250 (17,000).

All of this equipment, however, is ten years old. The typesetter is on its way out and the service contract can no longer be renewed. Printing instructor Frank Moriconi is looking for the most up-to-date equipment we can get and he hopes to purchase in the immediate future a Verityper or Compugraphic digitized typesetter ($55-60,000). We plan on six keyboards as input units, an image previewer and telecommunication equipment. Mr. Moriconi favors the Compugraphic as it is widely used in South Bend printing shops and so would be an instructional tool at LaSalle. He is responsible for the purchase selection and has consulted with a half dozen others in the field.

Uses of computer in pub programs

Once the printing shop has an Apple II or one of the other input units, the newspaper staff will use it for composition and eventually with the image previewer for layout (in addition to storing advertising records and billing information). Staff members and journalism students will also have use of the English department's Apple word processor.

All of our typesetting and printing is done in the print shop at LaSalle. We publish 17 issues, most of them eight pages, a few of 10-12 pages, and pay $70 per issue for 1,000 copies.

With phone modems, all of the other schools in South Bend and the Education Center will be able to transmit their copy to LaSalle far more quickly and efficiently.

With what success?

Our present production methods haven't changed in the last ten years nor have our costs, other than a few equipment refinements and the normal inflation increase. Moving the print shop from the Central Career Center to LaSalle this year has been a real "shot in the arm." Students now have access to the print shop any hour of the day, before and after school and during passing periods. The paper is entirely produced by students-the newspaper staff and the vocational printing class. For the first time, newspaper people are learning the entire operation, and, I think are really enjoying it. The espirit de corps is stronger than usual between the two groups.

Our problems occur in September and October when the majority of students are new to this work. This resolves itself in time.

We had hoped to have the new equipment in use this second semester, but....The newspaper students are really disappointed as they had looked forward to working with the new process. With the new state and local requirements of six hours a day for all students and with the new printing equipment and process, I envision next year's staff recruitment as a choice, not a search.

Advice for you...

My Advice?

-find a cooperative, interested, knowledgable, likeable, helpful printer such as LaSalle has.

-become computer literate. Know how to use a computer and know what it can do. By itself, a computer can't do anything.

-be interested and eager yourself. If you're not enthusiastic about learning a new process, your students won't be.

-remember to allow twice as much time as you think you need. Those machines are fast and accurate, but we're not.

-get students together for a few days before school starts so that they can learn composition process.■

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By: Diana Hadley
Mooresville High School

About the school

Mooresville High School has an enrollment of 1150 students in grades 9-12 and is located seventeen miles from Indianapolis in a one-high school small town primarily populated by blue collar commuter workers.

The school's journalism program includes a one-semester journalism class (generally taken at the sophomore level and recommended to advanced English students) and two years of advanced journalism for students who are selected as staff members for either the school newsmagazine or yearbook staffs. Journalism I is accepted as one semester of Englsh credit, and advanced journalism classes receive grades which are included in total grade point average but do not fulfill English requirements.

Publication staff classes meet separately for one class period each day and include approximately 20 staff members each equally divided between juniors and seniors. Therefore, the total journalism program for most students includes one semester of formal instruction, one year as a staff member, and one year as a staff editor.

Although completion of Journalism I and faculty recommendations are both required for one to become a member of the PULSE (newsmagazine) staff, some members of the WAGON TRAILS (yearbook) staff are chosen by faculty recommendations alone since a fall delivery yearbook allows for six weeks of instruction at the beginning of the year.

A student activity fee and some advertising provide funds for the PULSE, a 12-page, 8 1/2 by 11 inch newsmagazine, to be distributed to all 1150 students every three weeks. The PULSE budget is kept below $1800 annually due to a unique production system.

Type of computer equipment used

All copy for the PULSE is typeset at no cost to the school because the TIMES, a weekly newspaper with a circulation of 6200, provides the staff with both materials and facilities to do the job. Staff members are allowed to use the local paper's facilities during the day Wednesday through Friday, weekends, and after regular business hours on Monday.

TIMES editor Randy Haymaker explains that both public relations and the opportunity to contribute to education directly are the newspaper's rewards for its generosity. Although Haymaker adds that permission to use the students' stories in the TIMES after PULSE publication and a parttime student employee pool to choose from are other benefits, we see those factors as additional incentives for our program.

TIMES equipment includes Texas Instruments hardware and Newsmate software. Value of the equipment includes a $16,000 central computer, eight dumb terminals valued at $2,000 eaach, and a $14,000 Compugraphic typesetter. The Newsmate software was designed by Mark Kendall, TIMES publisher, and Jon Myntti, director of production and engineering. It is used by several small dailies and weeklies in southern Indiana.

Uses of computer in pub programs

Every PULSE staff member has the opportunity to use all TIMES equipment although we have a production editor who is responsible for processing the copy on the Compugraphic. When staff members began working at the TIMES three years ago, TIMES personnel trained them. Since that initial training, TIMES employees still serve as trouble shooters, but generally the experienced PULSE staff members have trained the new ones—and the adviser.

Mooresville's graphic arts teacher has been the second cost-saver for the PULSE by teaching staff members how to do their own offset printing rather than having it done commercially. This do-it-yourself program has been so successful for us that our first thought was to try to improve both the Graphic Arts and Journalism Department by requisitioning a complete package of word-processing and typesetting equipment. Although a current emphasis toward improving the high school's facilities might include the initial funds for such a purchase, we know that with the limited budget of our corporation, costly maintenancce for some of the equipment could become a burden in the future.

In addition, consultation with a computer programmer has led us to conclude that with the rapid improvement of technology we may soon be able to purchase a printer for

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a few hundred dollars that can reproduce copy as clean as today's $14,000 typesetters. Therefore, an offer by the TIMES to continue to share facilities for as long as we want has convinced us that modified expansion is the most practical directon for us at this time.

We are presently planning to requisition two or three Zenith computers which cost about $1600 each and are compatible with TIMES equipment to be installed in the Journalism and Graphic Arts Departments. We already have the Zenith computer which has just been linked to the TIMES with a telephone line. Such a system allows us to send copy from the school and typeset it at the TIMES. Another possibility is to just transport the filled disks to the TIMES when we are ready to typeset.

With what success?

The new equipment will improve our present situation in two ways. First, the students will have greater access to computers thoughout the school day every day, and they will have the opportunity to compose stories at the computer using its editing capabilities or rough drafts rather than just entering final copy as they generally do now.

The second improvement our own computers will give the present production system is obviously logistics. While the distance from the high school to the TIMES is only three blocks, checking in and out of school and transporting staff members is time-consuming and there is always the worry that a problem could occur in route.

Since the PULSE began using computers three years ago, the publications program at Mooresville has improved dramatically. It is hard to believe that not long ago the staff justified camera ready copy by typing stories twice on an IBM typewriter and made headlines with rub-off lettering. Our borrowed technology has allowed the staff flexibility with headlines sizes, kickers,and layout styles in addition to professional-looking copy to produce a far better product in far less time.

We have had our days of frustrations as we learned to use the equipment and adapted to the TIMES' schedule and occasional maintenance delays, but the experience has been a generally exciting, rewarding time.

Advice for ...

I was intimidated by the computer at first and had to go to the TIMES alone one Saturday before I finally worked out the beauty of the process in my mind, so I continue to be amazed that my students adapt to it so quickly. It is one of the most obvious generation gaps I have had since I began teaching. In fact, a student was trying to show me how to give a particular command one day and had lost patience with my progress when one of the TIMES employees asked if he talked that way to Mrs. Hadley at school. "No," he replied with disgust, "at school she knows more than I do."

All of the staff members are proud of their computer literacy, and some have gained summer or permanent employment due to the computer expertise they gained while they were on staff.

One of the greatest advantages has been the extra time staff members have to focus on writing skills since they began using the computer. We are constantly discovering ways the computer can do tedious tasks like yearbook index, class lists, subscription lists, and record-keeping to free staff members for more journalistic endeavors.

We have not made the plunge into yearbook camera ready copy, but we have just learned how to run copy sheets through our Zenith printer and predict that we will probably save half the preparation time and make fewer errors. The fact that we will be able to store all copy on the disk as a back-up is reassuring as well.

Therefore, our experience has been that the computer is extremely beneficial to a high school publications program, but I believe that it is important that each staff spend time accessing its unique needs, finances, the possibility of computer compatibility with other departments within the school, and outside resources before commitment to a particular direction. As funds become available it would be tempting to act too soon and later be stuck with an expensive investment that isn't quite right for the situation.■

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By: Shirley Moravec
Clearwater High School

With typesetting costs going higher and higher, our school newspaper had decided to purchase typesetting equipment. We were sure we could do the work ourselves and save costly charges for commercial typesetting.

However, we never had to buy the equipment ourselves. At the same time, Modern Media Institute (M.M.I.), a journalism learning center established by Nelson Poynter, chairman of the board of the St. Petersburg Times, decided to install a typesetting lab for the use of all county high school newspapers. Today M.M.I. is known as The Poynter Institute for Media Studies.

MMI offers consultants

Also offered were computer typesetting training classes offered during the summer, and a program of professional consultants for each high school newspaper.

Utopia? You bet. It was the answer to our prayers. Here the Times, in effect, was underwriting the cost of the equipment and maintenance and providing reporters as writing and layout consultants. Our St. Petersburg Times consultant is a former Indiana University student — Bob Silver, sports writer, and assistant sports editor. He's very good with kids, and very tough about details. What more could we ask?

The schedule was set up in 1976 and it continues much the same today. Since most school newspapers were publishing monthly, M.M.I. schedules each school for one day per month for typesetting. With the school board's approval, eight to ten students spend the day (8 a.m. to 5 p.m.) setting type and beginning the pasteups at the Institute. Our only expenses were costs for layout sheets, type fonts, and photographic paper for printing. Probably $250 a year took care of everything except the purchase of type fonts.

We save $ .00 typesetting costs

We figured that we saved not only $400 - $600 a month, but we gained the exciting experience of typesetting it ourselves.

The national average for commercial typesetting is about $65 an hour with a high of about $120 an hour in larger cities, according to a local typesetter who sets type for 44 New York firms. It is certain that the rates will continue to increase, too, he said.

While not every school has access to computer typesetting equipment, there are several options for any newspaper. One option is to try to purchase typesetting equipment, new or used and thus letting the money saved pay for the equipment.

Another possibility is to contact the nearest good-sized local daily and request to use their equipment on a regular basis.

Perhaps a daily newspaper would even install a terminal in your classroom and allow your students to use their printer. Possibilities are endless. It can't hurt to ask. If a daily says no to your requests, perhaps they know someone else who can help.

Contact paper; 'Won't hurt to ask'

Some dailies who cannot help you with typesetting equipment, can perhaps give you a consultant on a regular basis. If that is not possible, then ask for guest speakers several times during the year and treat them like consultants.

Most students are capable of learning to use computer typesetting equipment. Many own and use home computers for doing written assignments. It's just not that big a deal to students. Some advisers express fear of computers and that may be what's holding many advisers back.

For school newspapers, computer typesetting is not only the way of the future, but the necessity of today's production and budget considerations.■

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Working with microcomputers

North Side High School.... Fort Wayne, Indiana 46805

By: Norma Thiele
North Side High School

About the school

North Side High School is inside the city and has mostly walk-in students. The enrollment of 1,800 includes a cross-section of the city population: Some of the wealthiest homes in the city are our district, and some very poor ones are too. A majority of students come from middle-class, blue-collar families.

The journalism program includes a weekly school newspaper and a 176-page yearbook. They are produced by one beginning journalism class, one advanced class, and classes in newspaper and yearbook production, all for credit. A number of staff members are not enrolled in any class and do their work on an extra-curricular basis; those persons enrolled for credit work before and after school as well. Both newspaper and yearbook staffs produce camera-ready body copy. Heads are set by printers. The yearbook staff also produces camera-ready id's for the people section and the index.

Type of computer equipment used

We have the following hardware:

2 Apple II plus computers, each with disk drive and monitors (screens). ($3,470)
1 Qume (letter quality) printer. (2,660)
1 Interface (to connect printer to computer). (179.95)
Cables. (45.00)

We needed the following software and supplies:

10 data disks. (40.00)
1 Magic Window word processing program. (100.00)
5 film ribbons for printer (one year's supply). (70.00)
paper with a surface that will absorb the ink of the ribbon without rubbing off (one year's supply). (55.00)

Uses of computer in pub programs

A number of factors seemed to say "use computers" when we began investigation in May of 1981. Our principal thought the school might have an in-house computer operation by the next year, so we delayed any decisions until the fall. Then it became apparent that the school computer was several years away. Even then we would not have enough terminals for several more years, or we would not have access to a letter-quality printer if and when one was purchased. We decided to go ahead on our own.

Staff members discussed the purchase and expressed their concerns and opinions. Senior staff members went with the adviser to look at available equipment and contributed to the discussion of what to buy. Finally, after listening to the students and talking to computer users, the adviser made a choice, which was approved by the principal.

We began using the system in March 1982. After a week of "practice," we did two pages of the next issue. The following week we did all four pages, and we have continued to do it for every issue since.

We chose the Apple because 1) It was inexpensive enough for us to manage with the money available. 2) The school already had a number of Apples, and we could borrow one if we needed an "extra." 3) The students seemed to be able to operate the word processing program with only an hour's instruction. 4) The Apple has a capability for interface with Compugraphic equipment in some print shops.

We learned that we could save about one-third of our newspaper production costs by preparing our own camera-ready copy. Since ours is a weekly, we reasoned that in three years the equipment would pay for itself.

Our Apples are in use almost constantly. Members of the newspaper staff begin coming in at 7 a.m. to put their stories in. Others stay after school on Monday and Tuesday. Three periods of the day are reserved for the newspaper. The yearbook crew uses the computers two periods and after school on Wednesday, Thursday, and Friday.

All body copy and captions for the newspaper are prepared on the Apples. The yearbook staff uses the computer for all body copy, the id's for all mug shots, and the index. Subscription records for both publications are on disks, as are stylebooks, instructions for picture cropping and reduction, and crossword puzzles. We have also stored on a disk certain forms, letters, notices, and other material which we use every year. They can be updated quickly and a proof copy produced for thermofaxing or multiple copy printing.

Reporters write stories on the computer. Less experienced staff members bring with them outlines or first drafts from which to work. Other staff members edit and proof the stories later, after which camera-

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ready copy is produced on the printer. The newspaper staff pastes up the pages, which are sent camera-ready to the printer. He charges $120 per issue for setting the heads, stripping, platemaking, printing and paper for a four-page, five column by 17-inch issue.

With what success?

The most important result is that more control of material and production is centered in the school and in the hands of students. Yearbook staffers can readily see how long their copy is or whether the names beside the mug shots will fit the alloted space and will look attractive. They have an opportunity to edit to prevent poorly-fitted copy blocks or widow lines. Newspaper staffers cannot blame their errors on printers. They have the flexibility to change copy to fit space, to add to or change stories in which facts change shortly before deadlines, and to produce late copy.

Of course, students who are not good typists slow down use of the computers. At first I was nervous about all the time they were taking and about all the students who had to wait to use the computers. The students themselves solved that problem, finding surrogate typists to man the keyboard while the writers sat at their sides and dictated. Eventually, the writers themselves became faster typists.

Because the school has many computers, they are not a novelty that draws crowds to the publications room. Parents are another matter. On the occasions when they visit, we are besieged with people who want to see 'how it works."

Parent support has increased: There now seems to be a justifiable reason of adjusting the family schedule to accommodate publications demands. Some parents who are buying home computers have come in to see "what you are using" so that they can choose something on which their children can write stories at home.

Production costs have been reduced by one-third, and the flexibility of late copy changes means we can be more up to date. The computer has not changed the production method all that much.

We have added two staff members, advanced computer students whom we call technical advisers. They come in before and after school and show staff members how to use the computers or how to use them better. They may be called out of class to offer assistance if there is a BIG emergency. They write programs when we want to add a new use for the computer. They receive only their titles from the publications department. The computer teachers give them credit for doing advanced projects.

Staff members have taken the use of computers pretty much in stride. I dreaded all the traumas, which, incidentally, never came.

Students are probably not more careful writers, but they are more eager writers and more adept editors because correcting of changing something is "easier." They seem to prefer the convenience of correcting or rephrasing something by just typing over it; I am accustomed to x-ing out on the typewriter, so I see little difference.

Advice for you...

While it is good to investigate what is available in computers and think through how you will use them, don't be afraid to begin even if you don't have all the answers to your questions.

Persons who are knowledgeable about computers are not knowledgeable about high school publications; they really don't have a good grasp of your problems, and their answers and confidence don't mean much.

Rather take students to see and use the equipment. Watch them as they try to do the things they will have to do. Then ask questions and point to problems while the salesman is present. Let him suggest solutions. That will give you (and him) some understanding of what you will face. Don't accept his word for something he can't demonstrate or the kids can't do.

Most schools have some "computer nuts," students who know more about computers than anyone else and are eager to share. Check with computer teachers to identify them. Then invite them to be technical advisers. They can teach the staff and remove bugs in your operation. Sometimes they can write simple programs for which the computer teachers will give them advanced credit.

We identified each step in writing (beginning with turning on the computer), storing, editing, and printing copy. These were listed on big posters on the wall behind the computers. Anyone who has not memorized the routine can follow the charts.

Advisers can feel reassured. It is not necessary to understand everything about computers. I know approximately as much about those Apple II's as I do about my car: I recognize it in the parking lot. I know how to start and drive it. I can fill the gas tank, I can find and check the dipstick. But I don't know how to change the oil, and I won't admit I can change a tire if help is near■

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'My story'

APPLE on the Macintosh

Corydon High School....
Corydon, IN 47112

By: Jackie Apple
Corydon High School

Editor's Note:

Using MacWrite and MacPaint software, Jackie Apple (no relation to the computer company) prepared both the copy for her article and the introductory artwork on the Apple which she describes.

"Providing 'hands-on' experience --- setting type and pasting up layout sheets --- is just as important for your students as the writing itself," said the speaker at the workshop. "As advisers you need to find a way to provide that experience for them."

Being a first year publications adviser, I thought these ideas sounded good in theory, but I knew that in my situation they were impossible.

The speaker, a teacher from a large Indianapolis high school, has a sophisticated journalism department and a $15,000 typesetter. I teach in a small high school and the only equipment we had were four ancient typewriters and some stylebooks.

My students were not setting type or pasting up layout sheets. That was all being done by the local newspaper staff.

On my way home from the workshop, I was feeling sorry for my students and myself when I realized that I had to find a way to let my students have the same type of "hands-on" experience. The only question was "how."

I had three obstacles to hurdle. 1. I had to find a system that would do what we needed (and being a brand new adviser, I had no idea what that actually was). 2. I had to convince my principal that we really did need this system. 3. I had to find a way to pay for "it." (Whatever "it" might be.)

The first thing I did was to go to Paris Office Systems in downtown New Albany, Ind., to find out

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what was available in the way of computers for printing with justified margins, different fonts, and different size type.

I found out that the following week Apple would be announcing a new small computer called Macintosh which was supposed to be "the most powerful, most transportable, most flexible, most versatile computer that not-very-much-money could buy."

I could have the Macintosh, the printer, two program disks, six hours of training, and some odds and ends for $2995, and that was without the school discount. There had to be a way.

I went back the next week to see this new wonder that had the salesman so excited, and I found that the "Mac" had a word processing program, a graphics program, and a high quality printer. These would allow us to set our own type and do our own artwork.

My next step was to take back samples from the "Mac" to show the publisher of our local newspaper because I needed some expert advice. Together we decided that the "Mac" was indeed what my students needed even though its print was not quite letter quality. I was ready to tackle my second hurdle.

Armed with the information I had gathered, the professional opinion of our local newspaper publisher, and great enthusiasm, I went to see my principal. He was an easy sell. Because my excitement about what this was going to mean to our program was bubbling all over his office, he couldn't say no.

I was ready for my third obstacle, that dilemma most teachers face -- where to find the money.

The "Mac" was easy to justify because we were paying $3,500 a year to have our paper set, pasted, and printed by someone else. By doing our own typesetting and pasting, we would cut that cost almost in half. In two years the "Mac" would pay for itself, but that didn't alter the fact that I needed $3,000 right then.

I had $1,500 from my publications account we could use, and the publisher of our local newspaper gave us $500, leaving us $1,000 short. However, my principal found that somewhere, and we were in business.

Now my students are setting their own stories, printing them, and pasting up the layout sheets. They can see that producing a newspaper involves so much more than merely writing and editing copy.

This new process is not without problems, however. All of this takes time, and my biggest problem has been budgeting time so everyone can get to use the "Mac." Staggering deadlines helps, but sometimes it is necessary to arrange for students to work on the "Mac" outside of class.

Having two or three students who are familiar with the "Mac" setting stories at deadline helps speed

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the process, also.

The other problem I have found with the "Mac" is the time it takes to copy from one disk to another because there is only one built-in disk drive, but additional external drives are availab[illegible] to remedy this.

I would recommend the Macintosh to any adviser who does not have a typesetter or computer system which allows his students to set their own type or to any adviser who is looking for flexibility with graphics and design.

MacPaint, the graphics program, offers endless possibilities in the area of design by transforming "Mac" into a combination architect's drafting table, artist's easel, and illustrator's sketch pad. Plus it offers numerous type styles to create captions and headlines.

Presently, I am searching for a way to jump my fourth hurdle -- buying my second Macintosh.

See next page for another example

The material on the next page is part of a newspaper produced by publication advisers who attended a workshop at Indiana University last summer. All copy, headlines and art-work was done on the Macintosh by the advisers themselves.

To demonstrate how a publication can be produced very cheaply, the teachers adopted a small format (7 x 8 1/2). In that way, two pages are pasted up on a single, legal-size sheet and the paper reproduced using general office equipment. The cost for each of the eight-page, mini-newspapers was less than 4 cents. If you would like to see the entire publication, send me a note.

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Training, reinforcement benefit nationally-drawn participants

By WANDA PITHOUD

Expertise and guided planning are the main benefits offered to high school publication students attending the two-week High School Journalism Institute (HSJI).

"It's the rare adviser that can give the expertise that a publication staff can get at a workshop," said Wilma Taylor, Warren Central eight-year yearbook , newspaper, and literary magazine adviser.

Some of that expertise comes from advisers like Shirley Moravec, who advises at Clearwater (Florida) High School. She has had the newspaper for 22 years, literary magazine for 17 years and yearbook for eight years.

MRS. MORAVEC said students attend HSJI because they are anxious to learn and do their job right. She said she respects advisers that realize their shortcomings and send students to workshops; but, she is concerned about students working with advisers who say, "don't bring back any radical ideas."

Val Tanke, six-year adviser at Merrillville High School, sends her beginning students to get instruction for the fall and sends experienced staff members to get reinforcement.

Reinforcement, said Mrs. Taylor comes from young people sharing different ideas which "freshen-up" their publication.

"Rating" is also a form of reinforcement for HSJI students.

"Students want to know how they rate against other staffs. At a workshop that draws students nationally," Mrs. Moravec said, "they can compare themselves nationally."

HSJI newspaper students will take home an editor's handbook including an analysis of their paper, a plan for editorial campaigns, ideas for in-depth features, and a notebook full of workshop session notes that can benefit any staff member.

> **"Students want to know how they rate against other staffs."**
>
> ---Shirley Moravec

BETH Healy, Evansville Memorial High School yearbook editor, has five members of her staff here to get organized and to get a headstart.

Each yearbook editor, said Miss Healy, will take home a plan book including the entire opening section roughed-out, one layout and story for each section, new feature ideas and layout

The first 'Mac' Insight

To demonstrate the flexibility of the new Apple Macintosh, 12 members of J-525, a course for advisers, wrote, edited, and designed this issue of Insight. Using the powerful, 364 K computer, advisers found that the Macintosh not only provided near letter-quality word processing, but the program also allows for art work, graphics and texture screens. Some of this art is reproduced on Page 4-5. A special thanks goes to Mrs. Jackie Apple, Corydon High School adviser, who loaned HSJI her new computer for the class project. The monitor, keyboard, mouse and printer sell for about $3,000.

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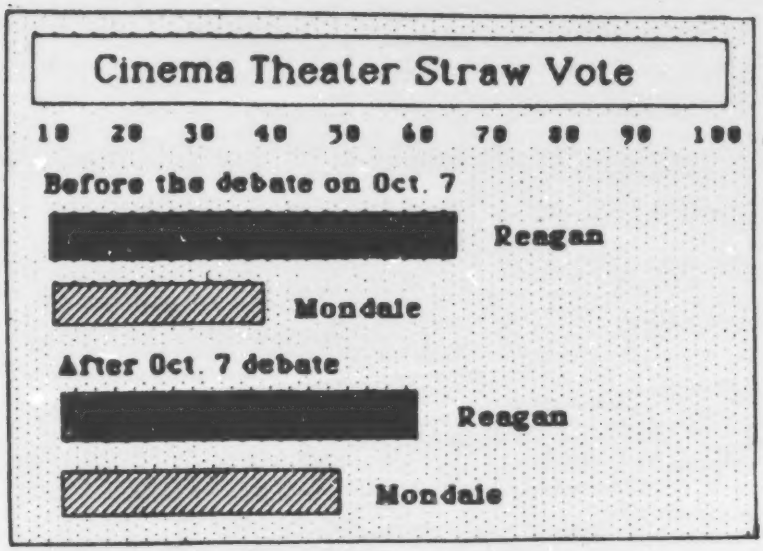

Reagan, Mondale, Bush and Ferraro, candidates for the nation's top positions, discuss their platforms on education. Art by Tom McDowell

Using the 'mac' for effects, ads

In addition to the Varityper used for setting copy, Wilma Taylor and her staff at Warren Central High School in Indianapolis (refer back to pages 12 and 13 for a description of their program) also use a Macintosh personal computer for special effects and for some ads. The Macintosh belongs to her, but it is so lightweight that she can bring it to school as often as necessary for the students to use.

She says that her students have so much fun designing special effects, charts and drawings that she often has to declare the "mac" off limits except for official newspaper work.

These examples shown of these two pages are from the Warren Central Owl and demonstrate how students can use the equipment creatively.

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Dave's Car Wash...best in Indy, on 21st Street, west of Post Road, proudly presents

Warrior Spotlight

Junior Elizabeth Duff, or Liz, as she likes to be called, has a grade point of 98.6 and is currently ranked number one in her class. A member of the tennis team, Spanish Club, Thespians and Campus Life, she is active in her church youth group. She is the daughter of Mr. & Mrs David Duff.

Good job, Liz!

Eastgate Cinema

Halloween 'eve party

Come in costume and get in for a special price.

There will be a costume contest at 6:30 p.m.

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By: Bill Briggs
Publications Class
Momence High School

About the school

Momence (IL) High School, with an enrollment of some 400 students, is located 60 miles south of Chicago and 12 miles west of the Indiana line.

The Journalism Department was started 11 years ago, after I had graduated from Indiana State University, and consists of a monthly newsmagazine and a 136-page yearbook. Students receive credit equal to any other academic class for working on the publication. To be selected as a staff member, the individual must have maintained a C or better average in beginning journalism or have a teacher's recommendation. First semester each staff has a separate working period. They are combined second semester, freeing up a period so that I can teach the beginning journalism course.

Although we are a rural community of 3,300, the vast majority of the students in publications are college bound.

For the most part, we are self-supporting. Our budgets run at roughly $10,000 per year and are financed through ads, sales and fund raisers.

The REDSKIN RAPPER newmagazine, which is camera ready, is printed by the local newspaper. Josten's/American prints our 8 1/2x11 MONESSE yearbook and Mr. Bob Henning of Highland, IN is our representative. The 1984 MONESSE will be used as a sample book by the Josten reps throughout the country.

Type of computer equipment used

This past year we began using the Apple II to set the type for the REDSKIN RAPPER. We had no choice as to which computer we would use. They were purchased for the Math Department by the school district. We realized that they could be usable after attending the Chicago convention in 1982. The local newspaper allows us to use their darkroom and headliners. In return, we take some pictures for them and inform them of events pertaining to MHS. With our 1984-85 budget, we are in hopes of getting a true type-setting machine.

Uses of computer in pub programs

As for our current use, the computer just sets our type. The REDSKIN RAPPER is monthly and consists of 16 pages of 8 1/2x11 newsprint. It also has a cover, but of a higher quality paper. For 400 copies, the cost is $200 per issue.

With what success?

Using the computers, as opposed to the electric typewriters, definitely saves time. The students often fight to use the machines and offer to set another's story. In years past, they hated to have to type and justify the margins of their own stories.

The main problem is with the computers and dividing words. If the Apple can not print the entire word on one line, it automatically moves it to the next line. This creates a problem for the student with the larger vocabulary or when a series of longer words (mainly names) must be used. It creates large spaces within the line. If the column is too narrow, it might place only one long word on a line, leaving a large space to the right. To help ease this problem, we have had to do away with all four-column layouts.

Reaction has been mixed. The newsmagazine has always been well received at school, in the community and in our county. Some students, both on the staff and not, have said that they do not like the looks of the computer type when used for the newspaper.

As for staff recruitment, I don't believe it makes any difference. The key for our success is that I also teach two college prep English classes to sophomores. I do most of my recruiting in December and January, just in time for them to change their second semester schedule to take journalism.

Advice for you...

It is difficult to give advice because I believe that our situation is different than in many larger schools. For small schools, one must make the best of public relations with the community, board members and the local newspaper. Depending on requirements, recruit out of the sophomore class for beginning journalism. They are then prepared for staff membership the final two years.

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John Marshall High School.... Indianapolis, Indiana 46236

By: Janet Eberle
John Marshall High School

About the school

John Marshall, with an enrollment of 1,500, is one of nine Indianapolis schools. Located on the far eastside of Indianapolis, JMHS has had an active journalism program for 17 years.

Journalism and Advanced Journalism comprise the one-year course. Students must take Journalism to be on the Newspaper staff. Yearbook students are encouraged to take Jouralism, but they may be accepted on teacher recommendation. Students receive one credit in publications.

More than 70 students are in publications. Most are in the top third of their classes. Freshmen join the staffs second semester. The news staff reflects its urban population. Editors are chosen by a senior publications board. The sports and business staffs work for both publications. The newspaper is headed by co-editors and page editors.

The bi-weekly tabloid five-column newspaper is distributed free to all students. Advertising, a dance, a variety show, and candy sales pay for the publication. The newspaper is an in-house production.

Type of computer equipment used

The LIBERATOR uses IBM Personal Computers with 64K memory purchased by IPS for student use. There are 60 located in two computer rooms near the publications office. Some of the computers have more memory capacity. Another 12 were designated for offices. The newspaper was alloted two with dual drives. An IBM Graphics Printer is used to set the type. It is a matrix printer and four are located in the computer rooms. One IBM PC with the color display monitor and the printer retails for $3,500. Maintenance and supplies come from IPS at no cost to publications.

A city-wide study led to the purchase of IBMs for the high schools and Apples for two junior highs. Cooperation between the publications department and the computer supervisor led to the placement of computers in Marshall's publications. The Liberator agreed to be an experimental program to see how quickly students could pick up the word processing program EasyWriter ($250) and how computers could be used in the production of the newspaper.

Knowing IPS was going to make a major investment in computer education in 1983, I began to prepare myself to take advantage of the opportunity I thought computers could bring to the newspaper. I took a summer course in computers in 1981 that made me dangerous. At the end of the five-week course on Apples, I knew a little bit about programming, some idea of Basic language, and how to set up a grade book. No word processing was involved.

I began to pick the brains of staff members who had computers. What did they pay? What was the major headache in repairs? How much did a word person have to know about math? The Marshall math staff had been state leaders in setting up a computer lab for their area. All were ready to help me organize reading material and give me names of local computer stores which would allow me to "play" with a variety of computers and software. For two years I read, visited computer outlets, and listened to friends. The newspaper couldn't afford to buy its own computer, but we could be ready to use the system's when they were installed.

Uses of computer in pub programs

When the computers were about to be delivered, I huddled with the administrators, the printing teacher, and the computer supervisor. With their co-operation, the LIBERATOR went on line.

The news staff writes its copy on the two computers in the office. Editors edit the copy on the terminals, and I give it a final check. All the stories are transferred to one diskette which is simple with a dual drive unit. Reporters quickly learned how to enter copy, set margins, justify the copy and edit. Editors learned the blocking commands, how to insert hyphens for better spacing, and printing commands.

All the printing commands are kept in separate files. The co-editors link the files (print command, story, eject command, story, etc.). All the editorial files begin with ed so we can quickly locate them and link them with a different printing command. The editor inserts the newspaper-only

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ribbon which assures us of good type and begins the printouts.

We experimented with a variety of column widths and type styles until we found what worked best. Everything is double struck. News is compressed type. Editorials are emphasized type. Because we use a matrix printer, the finished product doesn't look quite as nice as that of a daisy wheel printer. We're waiting for the school to invest; but, we may be able to afford our own if finances continue to improve. At this stage, having an affordable publication is more important than looks.

The yearbook staff uses the computer for yearbook indexing, underclass picture files, and subscriptions. The business staffs keeps business letters and advertiser records on the computer.

Since the printing equipment hadn't been used for awhile, there were some major investments in paper, blankets, negatives, and other supplies. Some equipment had to be repaired. An investment of about $500 took care of the first semester. That was the only cost since the school supplied diskettes, paper, printer ribbons, and computers. For $500 we received six issues of the paper, two of them eight pages. This was a considerable savings since a professionally produced newspaper had been costing about $300 an issue for 1500 copies of a four—page tabloid. We had been setting all of the headlines with art type; but, the headliner has been repaired so we now have it available.

Many things have improved with the introduction of computers in the newspaper production. The equipment has reduced the financial strain of producing a newspaper. The news staff better appreciates printing problems and are more careful with photos and keeping layouts clean. Deadlines are less frantic since there are 62 machines available instead of 10 typewriters. Copy can be more up to date since we can change copy up to the last minute. There are no transportation problems since we no longer have to deliver copy and proofs to the printer.

All reporters file stories. The computer is friendly to non-typists. Errors are quickly seen and corrected. Most reporters were excited about learning the word processing program. The editors and I designed a reminder sheet for the reporters which we keep on the computers. The sheet covers such basics as checking connections, booting the program, inventing file names, formatting copy, saving copy, and revising copy.

Some of the students with computer classes have become the resident experts. They are the ones who invent such programming as we need.

After the third issue, news editors explained the news production and computer use to the Marshall parent group. The presentation included demonstrating putting a story into the computer, editing, and printing the story two different ways. The parents responded enthusiastically. We even signed up two freshmen for Journalism.

All the Journalism students learn the word processing program. They write one story a week on the computer. They also revise stories on the computer. The painful process of rewriting is lessened by the computer because the student has the origianl material on his diskette. Not everything has to be rewritten. Grading for the teacher is easier, too, since handwriting is no longer a problem.

It's easy to check whose copy is filed as well as the quality of the copy. I can also keep an accurate track of editors and their editing because we keep a computer user log which records who is using which computer for what project.

With what success?

Reader response has been great. Students appreciate the fresh news and accuracy. The printing students are proud of their contribution. The news staff likes the now affordable eight-page issues because all the stories get used.

The news staffers also use the computers for other class projects. Both short papers and term papers complete with footnotes and bibliographies are now composed on the computer.

When one sophomore English class found I had taught my group how to use the computers for a short paper, they demanded equal time and got it. Student interest is high. The biggest difference is in the journalism class. Now all students hand in all writing. It may not be of consistent quality, but using the computer demands that assignments be attempted. Quizzes are easier to update when they are on a diskette. I make spirit masters from the printout when I'm ready to test. I'm now looking into software that might be applicable for editing and grammar exercises. Marshall's programs works for many reasons. The co-operation among administrators, the printing teacher, the computer supervisor and publicatons is excellent. Because we

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were willing to be guinea pigs, we could take advantage of a new program.

We know our publications looks different from professional work or from those who use daisy wheels; but the staff and I decided that survival was more important than looks. The layouts took a little longer because we had to use gloves to prevent the salt from our hands hurting the offset process. Editing is more precise because we know we are truly responsible. We can no longer cry "printer error." But if we do find an error on the printout, it is easily and quickly fixed.

The major problem we have is the printer. It is located in a different room so we have to check on availability. Since I don't have to worry about maintenance or supplies, I know I'm lucky. Even IBMs break down. The ones in my office have been super; but there are always a few "down" in the computer room. If I were buying one, I'd want a good service area available.

Advice for you...

Planning ahead was the key to getting computers for the newspaper at Marshall. If you know your system is thinking about investing, it is in your best interest to become acquainted with the computer planners. Don't worry about knowing all there is to know about computers. Whatever computer brand your system chooses, there will be a word processing program for it which can quickly be learned. The computer supervisors enjoy turning others on to the wonders of the computer world. Computers are definitely a tool for journalism and teachers.■

THE LIBERATOR

John Marshall High School 10101 E. 38th Street Indianapolis, Indiana 46236

Volume 18 Number 1 September 21, 1984

Four attend Girl State

by Jennifer Harold

Every summer four girls entering into their senior year are chosen to represent JMHS at a one-week seminar at Indiana State University in Terre Haute, Indiana, to learn more about the U.S Government and how it works. Girls who attended were Sonia Dunn, Jennifer Harold, Melissa McMillan, and Beth Pritchett. At Hoosier Girls State there are more than 800 girls from all over Indiana who attend this camp to participate in campaigning, meetings, and elections of all kinds dealing with federal government positions as well as positions in the city and counties of each girl.

When the girls arrive at the seminar, each is assigned a party (either Nationalists or Federalists) along with a city. Then meetings and campaigning galore gets underway. During Hoosier Girls State, each girl makes many new friends, learns new songs and also learns how to have a great time wether they win or lose.

This program is sponsored by the Women's Auxiliary of the American Legion. No expenses are paid by students who attend the program.

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Galesburg High School.... Galesburg, Illinois 61401

By: Sheryl Hinman, Adviser
Galesburg High School

About the school

Our school has 1850 students in a 4 year high school setting. Since we are the only school in the town, we have all types of students. Presently, we are restarting a journalism program after several years of no classroom. When I first came one year ago there was virtually no equipment. There was one class of 14 students in journalism taught by another teacher who had no background in journalism courses although she had taught advanced English students. I took the high school newspaper which had not been published more than once a year for about 2 years. Presently we publish once a month in tabloid size with 8-12 pages. We receive around $1,000 from the school. Additional money is produced through advertising sales ($3 per column inch) and 1-2 dances per year.

Type of computer equipment used

We use three main pieces of equipment to produce our paper: An Apple II + computer, the Wordhandler II word processing program ($157) and a letter quality Brother printer which cost $1150. The Brother has new models out since we purchased ours.

You'll need to ask whether it is compatible with your equipment. I'm not sure ours is still in production. You'll want to get on to the Silicon Valley Systems mailing list if you buy Wordhandler. The cost is $30 and that entitles you to update the program and the right to buy products at wholesale cost. Our main supplies are single stride ribbons. We print the columns and then reduce them on a good quality copy machine. We set the line at 8 and the pitch at 12. The machine justifies for us.

The average cost of our 8 page paper is thus $305 for the printing. It is a good way to go for a low budget program. Many schools have Apples that could be used.

Uses of computer in pub programs

Presently, our students use the computer only for copy. However, as we all become more proficient I expect that we'll move into record keeping, etc. We are presently looking into computerized typesetting equipment but that is a long way off — two years.

With what success?

The results have been fantastic. Most deadlines are able to be finished by 5-6 in the evening. No late nights. The freshman staff members seem to be especially eager to use the equipment.

Parents and teachers have reacted very favorably to the use of computers. They feel that the program involved very job market oriented skills. Also, some students have volunteered to use personal computers at home to do typing work. Since our paper is extra curricular this is a big advantage.

I can't say that the computers have made the students better writers, but I do find that they are now faster writers. Some compose straight on to the computer. They can then add, delete, or rearrange paragraphs, sentences or individual words with ease. Editing becomes easy.

I can't say that the computers have made the students better writers, but I do find that they are now faster writers.

Advice for you...

I do advise people with limited resources to try our small step — an Apple, a Wordhandler II, and a letter quality printer. My caution to you is to ask if all systems are compatible. Try out the program when the sales person in there. I took along 2-3 staff members who like computers. Recruit computer buffs for your staff — they'll teach you!■

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By: Ellen Stevens
Concord High School

About the school

Concord High School, Elkhart, Indiana, has 1140 students in four grades. The journalism program has one class taught by an English teacher. The main area of concentration for this class is the year and is followed by a semester class for yearbook preparation. The newspaper is an extracurricular program which I sponsor. My teaching responsibilities are in the business education department.

Students involved in the newspaper are usually average and above average students who show a real dedication to the newspaper and give many hours during the week and on weekends to the production of the newspaper.

THE SPIRIT is published monthly and is distributed free of charge to all students. It is funded almost totally by advertising. On separate occasions the school has donated a sum of money at the conclusion of the school year; however, this amount is not definite. The only other fund raisers are the first dance of the school year sponsored jointly by the newspaper and yearbook and selling Christmas greetings for publication.

Type of computer equipment used

THE SPIRIT prepares camera ready copy using an IBM Displaywriter system, 40 CPS printer with paper handler, 192 K memory, 25 line display 96 character keyboard, dual diskette unit, ID and Text Pack II software. Factors that lead to purchasing this word processor are funds were available for a major purchase of a word processor which was encouraged and supported by the school administration. The Displaywriter is housed in the business education department and is used by several business classes.

The model number is 6580-26-008-8962, and the cost, $11,079. Disks are erased after each publication and reused which is a savings.

Four companies were invited to present a demonstration of their word processors at the school in a business classroom with students, teachers, secretaries, and administrators present.

Factors that led to the decision were the method of presentation and ease of machine operation, completion of an assigned problem using the machine, features of machine, service availability, use of standard keyboard coded or plain English commands to use equipment, reputation of company, and length of time in the business of producing word processors.

The IBM uses a standard keyboard that has a good response to the touch. Even though the cost was a bit more than the other word processors, other factors of service and company reputation more than made up the difference.

The final decision was made by the business department chairperson and administration after input was gathered from department members, students, secretaries, and administrators who observed the demonstration and used the equipment. The department chairperson also participated in two workshops prior to the purchase.

Uses of computer in pub programs

THE SPIRIT sets all typed copy for the newspaper on this equipment. Previously, we utilized the IBM Composer. However, the Displaywriter has saved at least 20 hours typing time in the production of each issue. A disc has been formatted meeting our column width, with alternate format if we choose to change our columns from one to two column widths. Also included on the disc are the spacing and tab indentations. A spelling dictionary is included with the original disc and a supplementary spelling dictionary including names of the school and terminology particular to our newspaper has been included. The machine checks the spelling of the material and highlights any spacing or spelling errors.

The alternate format is beneficial because if during layout students need copy that is two column instead of one column, it only takes a minute to change format and run the copy stored on the diskette for the two column format.

Our headlines are done with the rub-on type of lettering, and our newspaper is printed commercially.

The newspaper did not have to purchase anything for the displaywriter except for the wheel

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that allows our print to be smaller than standard business type and cost $36. The biggest advantage to this equipment is the time savings. As stated earlier, we are about to produce copy in much less time and feel that the quality of the newspaper has improved considerably.

With what success?

Our type is much neater than the Composer that we previously used. There are fewer typographical errors as a combination of the spelling dictionaries included on the software and ease in making corrections and printing corrected copies is increased.

Several of the students involved in the business department do the typing for THE SPIRIT as well as prepare copy for the junior high school paper. The staff has been producing more copy than ever before. I cannot tell whether the advent of the displaywriter is directly responsible or not. The stories have more depth and are edited better than last year.

The community and administration have responded well to the displaywriter. The school board responded they were pleased to see the equipment being utilized, thereby justifying the cost to the corporation.

Any adviser who is not directly involved in the business department as I am should contact the business department chairperson and see what word processing equipment they are using or planning on purchasing in the future. Also, investigate the curriculum in the business department to see if there is a professional typing class, a word processing class, or a student who works on a word processor that can prepare the typed copy for the newspaper.

Advice for you...

By encouraging more students to become involved in the newspaper, more of the student body will have an interest in the newspaper. There is a great deal of skill in the school, other than the writers on the staff. It relieves the students on the paper of a great deal of time if someone else is responsible for the typing an proofreading of edited material.

With cooperation between departments, a terrific paper can be published and many students will benefit. A tagline in the mast for the typist can be a real boost for them!■

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Irmo High School.... Columbia, South Carolina 29210

By: Karen Flowers
Irmo High School

How do you spell excitement? C- O-M-P-U-T-E-R-S!

Sure, that lead sounds trite and cliche'-ish.

However, now that we are learning to use the computer as a word processor, rewrites and revisions are exciting. No, you did not read incorrectly. They ARE EXCITING! But I'm not sure who is having the most fun—the students or I.

Let me give you a little background on how I got involved in computers and some things I have learned.

Inspired to try computers in class

Last summer I attended a workshop at the University of South Carolina. At one of the evening sessions, I heard David Knight, adviser of Spring Valley High School's Viking Shield, one of our biggest rivals in state scholastic press contests, say that he had TWO word processors. He claimed that students actually fought over the use of the computers to revise their papers. Students actually wanting to revise?

I came back to Irmo, a school of approximately the same size (about 2,000 students), all fired up and ready to put the computer into my journalism program.

I told the principal in charge of our funds that I wanted to purchase a word processor program to use on the school's computers (Apple IIE). He knew as little as I did about computers (less than practically nothing), and said, "Fine, get all the information together and bring it to me."

I called the faculty member who teaches most of the computer courses and told him what I wanted. He gave me the telephone number of a salesman to call, and I set up an appointment with the salesman and my department chairperson, whom I wanted to know what I was doing for future support.

"We previewed two programs: Bank Street writer (cost about $60) and the Incredible Jack (cost about $180)."

We previewed two programs: Bank Street Writer (cost: about $60) and the Incredible Jack (cost: about $180). The former was quite basic; the latter was complicated.

For reasons which I can no longer remember, I chose the more "sophisticated" one over the simpler version. It had something to do with the fact that the user does not have to "call up" the menu as many times on the Incredible Jack.

My two big mistakes should be obvious. I was trying to decide what kind of program I wanted to buy without really understanding what I wanted and without knowing anything about computers. I would not recommend that anybody do the same, unless, like me, you need a boost to get you going.

If I had not bought the Incredible Jack, I would probably still be floundering around trying to decide what I was going to do. Because I went ahead and bought the Incredible Jack, I was forced to learn how it worked. (And I do not claim to have done that entirely yet.)

However, would you believe that I had to go back and buy the Bank Street Writer to learn on first?

Since it is the simpler of the two word processors, I am incorporating it into my Journalism I program next week. Students may then use it entirely, or go on and learn the Incredible Jack, which is much faster and does do more than BSW.

Currently we are using the Incredible Jack to store a variety of records: the exchange list, Quill and Scroll members, Quill and Scroll Constitution, Students of the Month nominations, advertising information, etc. I know there are many other uses that I am going to discover as I learn more about the program.

Why has it taken me over half a year to get the computer into my program? Mainly because I did not do enough preparation over the summer. In order to learn how to work with a computer, a person must sit down and work with one.

He can read all the manuals that come with the software and all of the wonderful information being published about computers, but until he actually sits down in front of a computer and puts into practice what he is reading, the information on the printed page will be useless.

Once a school year starts, we journalism advisers are too busy getting out papers and yearbooks and

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literary magazines and preparing English lessons and grading themes and bringing up children....ad infinitum! So if you are planning to put the computer into your program, try to have some time set aside when you can "play" with it.

Enlist support of other faculty

Second, be sure to enlist the support of key people in your school: the principal in charge of the monies allocated for journalism; the person in charge of the computers; district personnel who are responsible for getting the computers into the schools, and any other persons who you think will support you.

At Irmo, our head librarian is also in charge of the computers. She has been invaluable help to me pointing me in the right direction when I was looking for software and encouraging me when I have been overwhelmed by what I do not know.

If I have not actually put the program into my classes, how can I be sure it is going to work? I'm not. But if it fails, I know it will be my fault because there are too many good points for using the computer as a word processor for it not to work.

Uses go beyond processing copy

The biggest advantage of the word processor that I have seen first hand is the ability to revise an article with the student who wrote it sitting at the computer with me. We easily change words, switch sentence position within a paragraph, insert words and phrases, and even move paragraphs. The thrill of hearing the student say, "Yeah, I see what you mean," or "I agree, that doesn't sound right. Would...be better?"

I truly believe that the computer is going to convince students of what I have been trying to say for years, "Revision is a very important part of the writing process."

I would encourage all journalism advisers to consider putting the computer into their programs too. You may use them for word processing, record keeping, or the more sophisticated ones for actually setting your own type. Decide where you want to start, and take the plunge. You'll love it!■

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Combining microcomputers, typesetters

Camden High School....Camden, South Carolina 29020

By: Mary Ann Blaskowitz
Camden High School

Frustration over rising printing costs and the threat of production caused me to consider how computers and computerized typesetting might help our program.

Camden is a small southern town of about 10,000. Camden High is the only high school in the town and has a student population of about 1350. We have only one local printer available and were frustrated by the limitations we faced. We had reached the point where I thought we were receiving the maximum ad revenue our town could provide. Yet our dreams were always bigger than our finances.

School board sets aside funds

Fortunately, our school board had set aside funds earlier marked for introducing more computers into our school system. They were waiting for teachers to introduce ideas. The timing was perfect....

We wanted more, however, than just the ability to process words. We wanted the ability to set our own type. Should we ask just for Apple computers or should we go for a complete system? We decided to go for what would assure the growth of our program as well as make some of our production dreams possible. I knew I wanted a typesetter.

Contacts were made to Compugraphic and Varityper salesman, and I gathered figures to present to my principal. When the estimates mounted to frightening figures, I backed down a little and thought for a brief while that I would ask just for the front end of the system and let our vocational school (10 miles away) have the back end so they could worry about repairs (etc). (I was getting cold feet.)

My principal quickly redirected me, however, and said he wanted to see me try for the whole system. He encouraged me to see just how far I could get with the board by asking for everything I really wanted. He was skeptical at that point about my eventual success, but his support fired me up again.

My principal quickly redirected me, however, and said he wanted to see me try for the whole system.

Appearances before the county computer committee won its support and with that behind me, I went to the local school board armed with facts, figures, and the past successes of our publication program.

Took one year: dream to reality

All of this took over a year to go from dream to reality. The result was that the board approved the expenditures proposed by the computer committee and our typesetter "road in on the coattails" of the computer purchases.

One very important point that made our "purchase" possible is that we are leasing our typesetter equipment with an option to buy. We have a six-year lease for approximately $7000 a year. After six years, we can purchase the equipment for about $2500. Asking a school board for $7000 a year is more realistic than asking for $25-30,000 in one lump sum.

We have now in my classroom a Varityper Comp-Edit 5810 with the image preview and processor. Our system has a double disc drive and is interfaced with the Apple computers in the adjoining room (we have six in a school computer lab). Because of this interface capability, students can put copy into the Apples and our Apples can "talk" to our typesetter. Therefore we have seven terminals on which students can enter copy instead of only one.

Chose Varityper for typesetting

We chose the Varityper over the Compugraphic mainly because the image preview option does not require a separate screen with the Varityper. If I remember correctly, the preview option on the Compugraphic would be about $9000 whereas on the Varityper it was $3000. After asking a number of persons who used these machines, I was convinced that the preview option was extremely valuable.

After having used the machine, I certainly agree. It has saved us volumes of paper and a massive amount of time. With this option, we can see what our copy will look like

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(size and spacing) before it is ever printed.

Having this equipment has been the best thing that has ever happened to our journalism program. While learning the machine has required extra hours, the pay-off has been great. My students are fascinated by our machines, and I couldn't believe my ears when students asked me during first issue if they could "please come to work on the newspaper on Saturday!".

Staff, adviser still learning

Our "machine" has served as a staff unifier. It has taken on a personality of its own, and students take more pride and interest in meeting deadlines so they work with the machine.

Our machine also has made possible a totally new look for our publication. Last year we paid $45 a page for printing and typesetting. We were using 30 lb. newsprint on a 14" page. We could not afford a higher quality paper or production. This year for $20 a page we have a 16" page and are printing on 50 lb. paper. We also have more modernistic typefaces. Our product is "cleaner" and is truly ours.

We still have lots to learn to be able to take advantage of all of our machine's options, but we learned enough very quickly to be able to produce our paper. (Our machines arrived Sept. 11, 1984 and our first paper was out Sept. 28, 1984.)

To assure other advisers who have the same fears I did — the Varityper is very "user friendly" and after I took training for three days and had limited practice, I was able to train my students to use the machine. Honestly, you need to know very little about computers to run a Varityper.

Our yearbook staff is also using the Varityper to set parts of their book. They have found it increases their ability to experiment with design and increase the staff's creative enthusiasm.

Three months after acquiring our equipment, I have no regrets. In fact, working with this Varityper is the favorite part of my day! Advisers who are seeking this equipment must be willing, however, to invest quite a few extra hours to learn the machine and establish a production system.

The return on your time investment, however, is a more involved staff, a better looking product and renewed enthusiasm for student publications!■

School purchases new computers

By CAMERON CARSON

Editorial assistant

New computer equipment purchased for Camden High this year has made possible in-house typesetting of the **Palmetto Leaf** and parts of the **Gold and Black** and the use of computer software by various departments in the school.

All of this new equipment was provided for by a $24,000 allotment for Camden High as part of an overall county move to incorporate computers in the schools.

The funds paid for an Apple lab for computer assisted instruction, upgrading of the Radio Shack lab for computer programming classes, and a year's lease of a typesetter for the journalism program.

Today's issue of the **Palmetto Leaf** reflects a number of changes including student typesetting, a higher quality paper, and a longer page. All of these changes are the result of the staff's acquisition of a Varityper Comp/Edit 5810.

"This gives the **Palmetto Leaf** the most modernistic scholastic journalistic facility in South Carolina," said Mary Ann Blaskowitz, **Leaf** adviser.

Only two high school newspaper staffs in South Carolina do their own typesetting: Spring Valley High School and now CHS. Spring Valley has an older model Varityper which it shares with its on campus vocational school.

Having this typesetter allows students on the newspaper staff to do all production steps for the paper at Camden High except actually print.

"We no longer have to send copy to a professional printer for typesetting. This will enable us to improve the quality of the production process while cutting costs paid for printing," said Blaskowitz.

The **Gold and Black** yearbook staff will also use the typesetter for some of its production which should help reduce printing costs.

The journalism program's typesetter will interface with the Apple computers so students will be able to prepare copy for the the typesetter at Apple computer terminals when they are installed. This will allow more students access to the typesetter.

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Yearbook production and computers

A number of yearbook companies are offering schools computer packages as part of their services. Some like Inter-Collegiate Press and Taylor offer programs that include submission of copy, and even layouts, on a disk.

Others, primarily Jostens and Herff Jones, make available to their customers special software programs which aid in layout and design, indexing and other yearbook activities.

In the next few pages, we present a general description of those yearbook services as presented by company representatives and first printed in Scholastic Editor's Trends in Publications (September 1984).

In addition, we have asked a yearbook adviser who is currently working with each of the four companies and using the computer services to describe just how those services work "in action" and to evaluate the impact upon their respective yearbook programs.

Inter-Collegiate Press

High schools across the country are using Typestar 2000, a unique computer program created exclusively for high school yearbook production. Inter-Collegiate Press, a longtime leader in yearbook production, created Typestar 2000 with input from yearbook advisers and administrators.

Typestar 2000 works this way: The yearbook staff enters, edits and stores copy on a personal computer. The text is then transmitted electronically by a telephone modem to the typesetting computer at ICP's yearbook printing facility. ICP then turns the text into hard copy that is sent directly back to the school. The staff positions copy as it wishes, allowing the staff to see how its book will look when completed.

Imagine how easy Typestar 2000 is. Students can make corrections without doing complete rewrites. Words, phrases sentences and entire paragraphs can be changed. Copy can be fitted at the touch of a button.

Typestar 2000 teaches students valuable computer skills they'll need after graduation. The system is easy to learn, and easy to own. Typestar 2000 is the proven method of computer journalism.

Information is available upon request by calling Dave Glenn toll free at 1-800-255-6287.

Houghton Lake Community High School.... Houghton Lake, Michigan 48629

By: Lynn Strause
Houghton Lake High School

Thank you for inviting me to share my experiences with you and other advisers. With only a few days to go before my own first deadline for our 1984 book, I appreciate your wish for an early reply. I hope my contribution will prove helpful.

We've had a rather unique year. Perhaps you have heard of our disaster; I don't know how far or fast the ripples spread in journalism circles. In mid-January my head photographer blew up our darkroom in an effort to get out of his deadline. Not only did it do considerable emotional damage to the staff and physical damage to the room, but it left me with only two slow, inexperienced photographers. So this year is not typical and much of my information is based on last year. Some of the changes I had been thinking of making have had to be delayed.

We are using a Xerox 820-II computer and a Xerox 620 daisy wheel printer. The entire system cost us $7,000 in September, 1982. However, it has gone down at least $1,000 since then. The school board paid for the system and we are paying them back with our yearly cost savings plus a rebate from ICP for being part of the original experiment.

From the beginning, we used the computer for everything we could think of to do. Well, not exactly at first. None of the staff, myself included, had ever used a computer.

Students less intimidated by computers

The students were less intimidated than I was so they learned very quickly.

Our first use was for filing, since that was the only system we had in the beginning. We used Data Basic System Pac to record all our advertising information. We kept track of outstanding monies, photos needed, and total advertising revenues. I've never been so organized! We also entered all our students' names for all kinds of uses. The computer alphabetized 600 names for the index

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in about 10 minutes. We could also do printouts by grade to keep track of which mugs we had. We kept track of who bought books and how much they owed so when we distributed books in the fall, we prepared a master sales list in a matter of minutes. The system also allowed us to search the file and print out a list of only those students who hadn't purchased books so we had a running "hit list" during our sales campaign.

Uses Wordstar to prepare bills

Next we learned Wordstar for word processing. We used it first to prepare billing letters, using Data Merge to merge the information on the System Pac disk into each letter. Thus we could compose one letter on Wordstar and leave blanks for name, address and amount due, and, as each letter was printed, the correct information was entered. What a time saver, not to mention doing away with white out!

Wordstar was and is also used to prepare our school newspaper. We enter articles and print them out ready to paste up. The program allows us to set any margins desired and everything is automatically justified. We can also use bold print where desired.

In addition to these uses, Wordstar had many others. I used Wordstar to prepare an instructional journalism manual for my new students. I also rewrote the Wordstar instruction manual since the original was difficult to understand. We prepared our editor's ladder and senior directory information sheets with it. This winter I also discovered I can keep a running account of all the copy and headlines due for each deadline. I prepared a spread-by-spread master list and copied it for the staff. As copy and heads come in, I update the information, thus keeping an up-to-date accounting for them and me of what still needs doing. Of course, you also probably guessed that this letter was prepared on Wordstar.

"Or sometimes the transmission was garbled and we got copy that looked like Greek."

Last of the programs was Typestar, produced by ICP, for preparing yearbook copy. The main objection I had to the program itself was that it was restrictive. Last year we could only use one typestyle and had a choice of only 8, 10, 18 and 30 point type. With our extensive background, however, the plant agreed to let us experiment further with two styles and added 12 and 14 point to our size options. We're also (secretly, as far as other schools are concerned) working with dropped initials.

On the positive side, the program is easy to learn and use. Mike McKelly of ICP refers to it as "user friendly." The students who use it (we work on a voluntary system) have no problem mastering the set of commands after a few practice sessions.

We don't use Typestar for at-the-screen composing, as the video from ICP suggests. We can't afford the time this would use up on the computer because it is usually kept pretty busy all day. Final corrected typed copy is entered from copy sheets, printed out, proofread, and edited before transmission.

We're using Typestar for our first non-yearbook work this spring by preparing the program for our annual Miss Houghton Lake pageant in April. As long as time permits, it could easily be used to prepare any printed matter to paste up.

So we really have put our system to as many uses as we could find, and we're still thinking of new uses. It has become indispensable and the successes outweigh the failures. But we did have problems. We expected to experience setbacks. Afterall, it was an experiment.

The major problem centered around the ICP program. We had problems primarily with transmission not being received and then not finding out for up to a week. Or sometimes the transmission was garbled and we got copy that looked like Greek. Copy usually takes a week to come back in the mail and that created problems with last minute deadlines. Fortunately, most of these problems have been handled in Kansas.

We must rethink deadlines now

The only other problem came with rethinking deadlines. Instead of being able to work on copy up until the pages were mailed, we now had to allow time to enter it, correct it, send it and wait for it to come back, then paste it up—in other words, about two additional weeks. Heaven help us if there were mistakes, because correcting them added another two weeks. That problem was solved to some extent by trial and error and ex-

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perience. We've done much better this year—until the bomb, that is.

The deadline reorganization is the primary effect the computer has had on our staff. We've not only had to rethink deadlines but reshape our entire staff. The yearbook now is organized more like a small business. My business manager runs the entire filing system. I also have a technical manager who oversees the entire Typestar operation. We even had business cards printed up this year to increase our credibility as a business. We also printed out monthly financial reports for the staff. The result of these changes is a feeling of increased professionalism.

As for advice to other advisers, the first thing that comes to mind at the moment is make sure the staff has no knowledge of explosives. Seriously, I would never want to be without the computer. It enables us to be professional, organized and efficient. Plus it gives my students valuable experience since we still have no computer courses in Houghton Lake.

The computer also forced us onto a paste-up program, something I've avoided for years because it sounded too hard to handle. Now I love it! It gives us total control over pages. If copy is too short or too long, we can adjust it and the layout like we want rather than depending on the company to make the right choices. The students also like the idea of being able to see how their pages will look rather than trying to imagine while looking at the tri-mat drawing.

There always seems to be something I'd do differently. I keep thinking someday, if I just keep trying, I'll discover the perfect system to stay organized, not have to work late and on weekends to complete deadlines, and still produce a super book. It's important, I've found, to try and stay ahead because deadlines aren't as forgiving on the computer. I still have the same problems with staff motivation and procrastination. So the computer doesn't solve all the problems, but it helps.■

Herff Jones Yearbooks

Megabryte, Herff Jones' new and expanding series of computer software programs, is the latest addition to a long-standing line of educational materials designed to enrich the learning experience. Already Megabryte consists of a fully-developed "Index Program" and a "Ladder Diagram System."

The "Index Program" alphabetizes names, arranges page numbers in order, keeps the index current, has special sort capabilities, and prints all or part of the index at the press of a button. To start over for a new school year, the program deletes all graduates, advances all other students by one grade and deletes all page numbers.

The "Ladder Diagram System" guides users through necessary page planning decisions separates pages into deadlines, calculates the number of pages needed for each class section, identifies which pages are due next, and records which pages have been submitted.

Herff Jones will offer more programs in the future. These will include "Financial Planning," which will aid staffs in establishing and controlling a budget; "Copy Fittin, and Copy Submission" via floppy disk, which will allow for unprecedented accuracy; and "Layout," which will replace the traditional sketch pad with state of the art computer graphic capabilities. Each of these programs will contain its own tutorial section that will provide the user with basic conceptual matter and technical information on program operation.

The key feature of Megabryte will continue to be the substantive nature of the programs and the educational benefits this provides to the yearbook staff. Megabryte will expand staff's capabilities and contribute to computer literacy.

For further information contact: Director of Marketing; Herff Jones Yearbooks; P.O. Box 17; Montgomery, AL 36195-2301; or call 1-800-453-2813.

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Ben Davis High School.... Indianapolis, Indiana 46224

By: Dennis Cripe
Ben Davis High School

As yearbook companies race to find new and better ways to utilize in-school computers to plan yearbooks, advisers may be prone to yawn a bit and wonder when all this elaborate programming will really begin to help us.

This is not to say that some of the software being developed to aid schools in everything from business procedures, ladder development and designing the two-page spread is not impressive. But until these programs are mastered by the adviser, the "solution" may be more time consuming than the "problem."

Out of this frantic race to prove which company is most "user friendly," comes a new idea being introduced by Herff Jones. On the face of it, this unpretentious program seeks to utilize current equipment in the school to "speak to" typesetting equipment in the yearbook plant.

Called the "media conversion" program, the idea is to train the adviser and staff how to use the proper codes on the school's microcomputer which in turn produces the floppy disc used to run the plant's typesetter.

My own students are using a TRS 80 Model III (among hundreds which are compatible) to code the disks to set headlines in this year's yearbook. The procedure is simple. By following some very basic "conversion codes" which the company provides, we have access to nearly 100 typefaces which range in point size of from six to 80 point.

The nice part about this is that we do not have to master a program. We simply insert our own Scripsit word processing disk, input the proper code for the typeface style and point size we want; indicate line length, and type the information we want.

After closing out our file, we double check the accuracy of our codes and slip the disk into a self addressed mailer provided by the company. The disk is sent to the plant where our information is sent directly into the typesetter and returned in a few weeks to us. The copy we receive is then considered as "art" when we submit the total spread to the plant.

Here's a quick example of the way we would send a headline into the plant:

[Job #8757]
[Type # 68]
[Head #1]]
[24] [cf 68] [cw 18p]]
Now is the time for all...

What we called for on our disk here was for headline number 1 on this layout to be set in 24 point, 18 picas wide in Type # 68 which is Times Roman. I could have indicated more than 90 other type faces and point sizes as small as 6 pt. and as large as 80. All this is possible without owning a typesetter.

As an adviser who certainly missed out on the computer revolution as a student, I appreciate the simplicity of having only to master a few codes to get what I want. I also like the vast number of typefaces which are at my disposal, too. Certainly, while we have chosen to handle headlines only with this program, any number of applications could be made. The entire book could be set on your standard floppy disks and submitted later on the layout as art.

For those schools who have a number of computers available to them, this program is not much more difficult than the traditional typing copy onto type sheets. Instead of measuring depth and guessing at width, the exact copy which will appear in the book will be in your hands before layouts are complete. This should add a good measure of control to type which often causes "fitting" problems once proofs were returned to the school.

Finally, if schools decide simply to use the program for just setting team and group names, the accuracy level should be greater. Advisers need only to "call up" stories or captions or headlines on the disk, proof them, and send them on their way. There's no plant typist to worry about.

Perhaps better programs will be developed. But for now, the elimination of all or part of type sheets in exchange for being able to see our type before proofs even arrive is both more efficient, more accurate, and a better learning experience for my students.

Sure, codes can be wrong, disks may get lost, and mistakes are still a curse to us all. But we have already decided to duplicate all our material to a second disk which we will keep. It seems this program is a simple step forward which should save time and add a measure of accuracy I've not seen in many other more complicated services being offered today.

And most important of all, students can do the work at any number of terminals in school or even at home. The possibilities appear great.■

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Taylor Publishing Co.

Computers are finding their way into the yearbook staff room with the introduction of TypeVision text entry and editing software by Taylor Publishing Co.

TypeVision is more than a word processing program, although it offers many of the features of the best word processing packages. TypeVision allows a yearbook staff to interface with Cybercomp, Taylor's copy preparation service in the company's Dallas facility. With this software package, a staff creates a type specification file and gives copy placement instructions along with the copy itself. All this information is stored on a floppy disk which is mailed to Taylor along with quad-paks containing layout instructions.

TypeVision uses simple, every-day English to guide novices through every step of copy preparation. There are no complicated codes to remember, no computer-ese to master.

An easy-to-ready, highly illustrated TypeVision manual along with an interactive tutorial disk allows yearbook staff members to learn about the program and the computer at their own pace. In addition, an instructional video-tape walks the viewer through every phase of the program.

TypeVision offers such features as automatic work wrap, scrolling, search-and-replace, cut-and-paste and automatic copyfitting.

This is the first in a series of applicators software packages from Taylor designed specifically for yearbook staffs under the umbrella designation of TaylorVision. Other packages will enable staffs to computerize the yearbook budget, forecast revenues, organize the yearbook, create an index and teach layout and design.

For more information about TypeVision and its companion software packages for the yearbook staff, talk to a Taylor representative.

Or contact Lynn Wilson; Manager of Promotions; Taylor Publishig Co.; P.O. Box 597: Dallas, TX 75221. Phone inquiries, (214) 637-2800, ext. 331.

Victoria High School....Victoria, Texas 77901

By: Barclay Burrow
Victoria High School

In an effort to reduce publication costs and expand the students' insight into the field of journalism, two computers are being used in the journalism publication's classroom at Victoria High School.

Newspapers and related publishing media have, for many years, attempted to capture the original keystroke of the writer in an effort to streamline production and reduce costs. The VICTORIAN Newsmagazine and the STINGAREE Yearbook are using computer in various phases of production, ranging from a computerized assignment file, all the way to final typesetting.

The first computer, a TRS-80 Model III two disk drive unit manufactured by Radio Shack, was put "on line" with typesetting equipment at the Victoria Advocate in November of 1981. Since then, other equipment has been added to further enhance the students' learning opportunities.

Computer tackles variety of tasks

Computers are used by students to prepare copy for typesetting, retrieve advertising information, maintain yearbook sales records and related information on the 2,200 member student body, chart yearbook and newspaper assignments, and several other functions.

Initially, a computer was needed to continue newsmagazine production when the Victoria Advocate, the printer of the publication, phased out its typesetting services to schools. The microcomputer was purchased, as well as a word processing program called SCRIPSIT, a line printer (for producing "hard copies"), and a direct-connect modem (for telephone transmission). The $2,100 necessary for the project was split by the journalism department and the school district.

Students quickly learned how to input their text into the computer for storage on diskettes. Student reports and editors use the computer to revise and correct text before stories are transmitted via modem to typesetting equipment at The Victoria Advocate.

The computer, in this phase of

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newspaper production, is an invaluable teaching tool. Two or three students are able to gather around the computer screen to learn writing techniques and perfect editing skills. Text can be easily manipulated and then stored permanently on diskette. Special typesetting codes are included in the text which control up to 14 font selections, type size from 5.5 point to 144 point, and column widths up to 7 inches.

Because students are involved in the typesetting process, the school actually receives reduced rates on producing the publication. Costs are lower, accuracy is improved, corrections after typesetting are eliminated, and the students benefit from a more hands-on approach to computer journalism used by most major publishing houses in the country.

Ad records stored in DataBank

Although the primary purpose of the computer was for newsmagazine typsetting, a data-base program which maintains advertising records is one of the most useful tools the students enjoy using.

Advertising history for almost 1,000 local businesses are stored in the journalism department's DataBank for students to use when soliciting advertising for yearbook and newspaper publications. By using the DataBank, good advertisers are not overlooked from year-to-year, accurate sales records are maintained, and an automatic listing is available to chart the progress of advertising revenue throughout each month of the year.

By using the DataBank, student advertising lists can be easily modified and updated so that there is no question as to the status of a particular advertiser.

The most exciting aspect of computers in the journalism classroom is that students catch on extremely fast. They are not afraid to use the computer, and some students even develop new ways to make it work for them. On the other hand, the adviser must work especially hard to stay a step ahead of these ambitious students. Computers are not hard to learn. Most documentation that comes with computer and programs is good. In general, if you can read and comprehend what is written, you can use a computer. Being able to type is extremely helpful, but not mandatory.

The use of computers in yearbook production permits a more rapid turnaround of page proofs.

Computers in yearbook production is a relatively new concept on the high school level. In September of 1984, the journalism department purchased a small business computer, a Tandy 2000 (Radio Shack) to run programs designed for yearbook production by Taylor Publishing Company. The program, although new to students and advisers alike, is beginning to effect yearbook production in a very big way.

The program developed by Taylor called TYPEVISION allows students to prepare yearbook copy for shipment to the publisher on a diskette. Unlike traditional methods, yearbook copy is not typed on sheets to be submitted along with page layouts. The computer diskette is sent to the plant with the page layouts. Writing, rewriting, and review of text is easy for student editors and the adviser. A copy fitting function virtually eliminated guessing the space required for each block.

All copy for a particular page is divided into blocks and stored on diskette. The system allows for the utilization of greek characters, boldface and italic typefaces, and numerous other necessary functions. Copy shipping records are maintained by the computer.

The use of computers in yearbook production permits a more rapid turnaround of yearbook page proofs and reduces typographical errors which can occur when copy is inputed into the computer from a layout sheet.

Program is 'user-friendly'

The program is very user-friendly and students are excited about the new method of submitting copy.

Taylor Publishing Company is further developing TYPEVISION to allow for a program to automatically generate an index for the publication, a tedious and time-consuming task which lends itself readily to computer applications.

The use of computer has many advantages, but few disadvantages. Students are receptive to learning

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new and innovative ideas and concepts that a computer can help provide. With society utilizing computers more an more, the students who learn their advantages early in life will certainly be the ones who will direct their future. The infrequent loss of some data and temporary equipment malfunctions that may sometimes occur are overshadowed by the enthusiasm of the student journalists.

Naturally, from the standpoint of the adviser, computers in the journalism classroom are a most irreplacable tool. The computers and related software and supplies is actually "made money" for the department in credits and price reductions from publishers. In the future, advisers can expect to pay a premium for copy that must be re-typed by the publishers.

Begin an intense training program

Advisers wanting to begin using computers in their classrooms should begin an intense educational program for administrators and school board members on the advantages and opportunities a computer will provide students in the journalism program. It is important to find a local computer company that is reliable with provisions for equipment, software, maintenance, and instructional services. Without local support, there may be little help when you encounter a problem.

Once you decide that computers are for you, be prepared to accept them as a part of a new lifestyle. Once the advantages and services a computer can provide are used in your department, there will be no "going back." ■

Jostens

Technology at Jostens Printing and Publishing is customer-driven, evolving directly from the customer's need for ease of production, and from the demands of a changing journalism education environment. Jostens' newest technological development is a series of microcomputer courseware that provides schools with total capability for yearbook production via microcomputer. Called Micrographix Series, the series enables yearbook staffs to benefit from the growing number of microcomputers in most schools.

Jostens developed the Micrographix Series to encompass the most beneficial yearbook applications of the computer — page design, word processing and data organization. With the comprehensive Micrographix library, yearbook staffs can create thousands of unique layouts on a screen, save them or print them out, and submit layouts to the plants on disks. Micrographix word processing courseware also allows students to easily create, edit and save text, and submit text to the plants on disk.

Additional capabilities of Micrographix include index management and sales data record keeping. The series also provides instructional courseware to educate students in the principles of good yearbook journalism. With the advent of Micrographix, new computer hardware systems were installed in each plant to read layouts and copy submitted on disks and to incorporate the disks into the production flow.

In Jostens' four regionalized, full-service printing plants, they already utilize such sophisticated technology as laser color scanning of photos, computerized typesetting, and computerized production control systems. Jostens is also actively involved with internal fully electronic page make-up. This technology is good, but has not yet proven to have the most effectiveness and flexibility that most yearbook customers want. They are continuing the development of page make-up and will utilize this technology in the production systems when it reaches the point of broad customer benefits.

For additional information on Jostens Micrograhix Series and other technological advances, contact: Communications Department; Jostens Printing and Publishing Division: 5501 Norman Center Drive; Minneapolis,MN 55437. Phone inquiries, (612) 830-3308.

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By: Debbie Heitmann
Portage High School

About 1,000 schools around the country are using at least one of the three types of software now available in the Jostens Micrographix Series. A fourth product, aimed at helping staffs make detailed plans for production of yearbook pages and keep financial records, is planned for spring, 1985, said Kevin Hogan, Micrographix product manager.

The Josten programs work on Apple computers equipped with one or two disk drives. The layout and index programs, which require 48K of memory, may be run on the Apple II, II, IIe or IIc. The word processing program, requiring 64K, may be used on the II with memory expansion, the IIe or the IIc, Hogan said.

Schools in plan may buy computers

Schools may provide their own equipment or purchase a computer and/or Memorywriter dot matrix printer through the company. The equipment purchased through Jostens includes installation and 90 days' service from RCA. Orders for hardware must be accompanied by a check or purchase order; the cost of the hardware may not be added to the yearbook bill. Software is leased from the company and may be applied to the printing bill.

The program which seems to be generating the most interest among advisers I have talked with is word processing. (I attended the first Jostens computer workshop of its kind Nov. 13 at Libertyville High School, Libertyville, IL.)

Program involves submitting disks

The program involves mailing mini disks instead of "3-C" copy forms to the yearbook plant. The adviser or editor enters basic typesetting information once. Then staffers type in their copy, categorized as body copy, captions, headlines, subheads or division page heads, for a particular page. The program includes the capability to specify copy width each time and to mark bold, italic and bold italic type. It is also possible for the program to estimate the depth of the copy, in picas, based on the size and style that have been put into the memory.

Another benefit of the program is that the Sensible Speller software is included. After typing in some copy, a staffer may use the spelling program to help him catch words that might be misspelled. A lower proof correction bill is one benefit that Jostens says staffs may derive from using the computer program.

So far, there are no breaks in cost for staffs that submit mini disks instead of copy forms, except perhaps in the area of extra index typesetting costs. Hogan said that the company hopes there will be some savings for schools in the future. A possible benefit he mentioned was quicker turnaround time at the plant and later deadlines for staffs.

There are limitations to the program. Special copy is a headache. Any special sizes, styles or instructions can be given, but students have to be reminded that the "copy fit" system won't be accurate for copy that does not fit any of the five existing categories.

The programs are being constantly upgraded, and schools receive new, improved disks at no extra cost. The word processing and index disks have already been upgraded since this fall.

The index program allows the staff to enter names in any order and automatically alphabetizes the names and puts the page number listings for an entry in order. It is also possible to enter a page number and then list all the names in, say, a sports ID. The computer will add that page number to all the names listed.

A maximum of 600 entries fit on one disk, so large schools' listings must be divided among several disks. A limitation at this time is that every entry must have a last name, first name and designation by grade or "F" for faculty.

Difficult to list clubs in index

That makes it difficult to list advertisers, sports, clubs and the like without special instructions. Also, a name must be used exactly the same way each time it is entered. The staff, for example, has to develop a system to index the "Jimmy Smith" in the football ID whose main index listing is "James Smith".

The business staff may also keep track of yearbook sales and name stamps on the program. However, the name stamp would have to match exactly the entry in the index.

An exciting feature of the index program is its ability to "graduate" the students one grade at the end of the year and delete the highest grade. It is also possible to print out various kinds of lists such as index by grade

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or yearbook subscribers.

The layout program includes a tutorial program that gives a student basic styles such as mosaic and then quizzes him with a random choice of questions.

A layout may be amended by submitting a "3-R" layout form with additional captions, tool lines or other design details included. A more customized layout program is envisioned for the next phase of the Micrographix program.

"Students have to be reminded that the 'copy fit' system won't be accurate for copy that does not fit any of the five existing categories."

Staffs may also submit layouts to the plant on disk in either columnar or Mondrian style. To design a layout, a student chooses one of 10 available designs in each of four quadrants that make up a double page spread in either the columnar or Mondrian style. With the computer he can add his copy and photo labels, then print out the specifications and a hard copy of the layout using the zoom Grafix program (provided by Jostens) and a dot matrix printer.

My students have responded well so far to using the word processing program. We plan to use both that and the index software this year. They generally find the commands easy to use. So far, only one student has lost some copy she entered by forgetting to "save" the material in memory. I've warned students that they may not use the command to initialize a disk, which erases everything on the disk. I take care of the initializing.

Staffers do need "hands on" time during yearbook period. We've solved that crunch by having a media center computer sent to the room or by sending a staffer to the media center, which has a room with several Apples. Editors don't necessarily have to sit at the terminal to check what a staffer has typed in. They can take home the hard copies of material that we easily print out on our Imagewriter printer.

If you consider using such a program, plan on extra expenditures for a computer, two disk drives and a printer. (All the programs work on one disk drive, but having two is much more convenient).

You'll also need to buy some mini disks, printer ribbons and paper, preferably the kind with holes that goes right into your tractor feed. (You will go crazy putting one sheet of paper into the printer at a time).

Also, the tables in your publications office may be too high for comfortable use of the computer. You may need to have them lowered—or invest in a work station more suited to working with a computer.■

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Choosing your own software

Yearbook advisers who prefer to remain independent from the publishing companies so far as computer assistance is concerned may take one of two routes: purchase software from someone with programming expertise or encourage students within the school to develop needed software programs.

A number of advisers have purchased a software package called Y Pac, produced by Pro Data 21 Inc. Y Pac is a yearbook management system designed for use with the Apple, TRS-80 or Franklin Ace microcomputers. It is really three separate, but compatible computer programs in one package and offers the yearbook staff help in three areas:

1) Advertising Manager tracks the status of advertising accounts, both copy and payment, provides current information on unpaid accounts, total sales and prints statements for accounts.

2) Copy Manager simplifies the preparation of copy for the album section. The program automatically alphabetizes student names and prints them on the actual copy sheets.

3) Distribution Manager stores data about yearbook sales and distribution and provides access to information regarding the number of books sold as well as revenue generated by sales. It also prints distribution lists by grade, home room or in alphabetical order.

Interested advisers may write the programmer for more information: P. J. Curran, 8693 Bardmoor Blvd., Largo, Florida, 33543.

Janice Dean, publication adviser at Elkhart Memorial High School in Elkhart, Indiana, has purchased the package and has written the following evaluation.

Elkhart Memorial High School.... Elkhart, Indiana 46514

By: Janice Dean
Elkhart Memorial High School

For anyone who has a microcomputer (Apple II, IIe, Franklin ACE, or TRS-80, Model 4) available to his/her publications program, the Y PAC yearbook management system appears to be a great asset.

$200 package easy to use

For a $200 investment, the purchaser receives the equivalent of someone who manages the advertising records, (including billing), the circulation records, and the yearbook's album pages, PLUS the index to the yearbook. If your school also combines the newspaper budget with the yearbook's into a joint publications account, the three programs in the Y PAC package would obviously permit adding those advertising and subscriber lists into the yearbook one. A questionnaire filled out by the Y PAC customer makes possible some individualization of the programs to the customer's needs.

What can an adviser save that will make the $200 look like a sound investment? Time. Student time. Adviser time. What does the adviser receive? Accurate, reliable records that are always current. The programs are easy to use and no adviser should hesitate to let students use them. The educational advantage of students' learning to use such programs is a plus that should help sell them to your school and perhaps entice students from the business department to work in publications.

Y PAC's demonstration diskettes were convincing sales messages, but the best argument for what good service the programs could provide a school was when for some unfathomable reason the sample stopped working on our computer. The program's creator, P. J. Curran of Largo, Florida, responded to my student's questions with concern and helpfulness. Service was immediate. Currently, that's better than I can expect from some of my business staff students.

Record-keeping, billing easier

Y PAC seems an excellent way to improve record-keeping, billing of advertisers, maintaining subscription lists, and preparing album and index copy for the yearbook printer. It should relieve staff members of hours of tedious work time that can better be spent writing creative copy, selling advertisements, or conducting successful subscription campaigns. Y PAC does what we have been led to believe computers should do for us: save time and effort and accomplish our tasks better.■

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Your turn: Programs to try

Here's a simple program for Apple II owners. It was developed by Ann Dilts, former high school math teacher and programmer for IBM. It is an uncomplicated program designed to figure student grade averages.

Try entering the program just as it appears, following the directions regarding names of students and grades. If you would like to save the program, after the 560 End line, start a new line SAVE GRADE AVERAGE. Be sure that you have an initialized diskette. Each time you want to use the program, just call it up by typing LOAD GRADE AVERAGE.

Use all caps for the entire program.

```
15 HOME
20 PRINT "THIS PROGRAM WILL AVERAGE GRADES"
40 PRINT : PRINT
60 INPUT "HOW MANY STUDENTS DO YOU HAVE?";T
80 INPUT "HOW MANY GRADES DOES EACH STUDENT HAVE?";X
100 DIM N$(T): DIM G(T,X): DIM AV(T)
120 PRINT : PRINT
140 PRINT "ENTER STUDENT'S NAME, THEN ";X;" GRADES"
145 PRINT "HIT 'RETURN' BETWEEN EACH ENTRY"
160 PRINT
180 FOR I = 1 TO T
200 AV = 0
220 INPUT "NAME:";N$(I)
240 FOR Y = 1 TO X
260 INPUT G(I,Y)
280 AV = AV + G(I,Y)
300 NEXT Y
305 AV = AV / X
310 AV(I) = INT (10 * AV + .5) / 10: REM ROUNDS AVERAGE
TO ONE DECIMAL
360 NEXT I
380 PRINT
400 FOR I = 1 TO T
420 PRINT N$(I);
440 FOR Y = 1 TO X
460 PRINT " ";G(I,Y);
480 NEXT Y
500 PRINT " AV =";AV(I)
520 PRINT
540 NEXT I
560 END■
```


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More programs to try

Janet Eberle, publication adviser at John Marshall High School in Indianapolis, IN, is just beginning to study BASIC. She developed the following program for use with the IBM-PC, DOS 1.1. She uses it with her freshman English class to teach active and passive voice.

Eberle shares it with other advisers to let you know what is likely to happen after you have taken the "computer plunge." She says you will quickly lose your fear of the computer, recognize its potential as a teaching tool and soon tackle simple programming tasks such as this.

She wants those of you who have become masters at programming to remember that this is her very first effort at programming.

```
10 REM GRADER
20 J = 0
30 CLS : COLOR 11,13,3
40 PRINT TAB(30) "THE
GRADER":PRINT:PRINT:PRINT:PRINT:PRINT:PRINT:PRINT:PRINT
50 PRINT "AFTER EACH SENTENCE, A QUESTION MARK WILL
APPEAR. ENTER AN 'A' FOR ACTIVE          VOICE AND A 'P'
FOR PASSIVE VOICE. THEN HIT <RETURN>."
60 FOR T = 1 TO 5000:NEXT T:CLS
70 PRINT "1. THE CAR WAS STARTED BY THE MECHANIC.
";:INPUT NUM1$
80 NUM2$ = "P":NUM4$ = "A":NUM6$ = "P":NUM8$ =
"A":NUM10$ = "A":NUM12$ = "P":NUM14$ = "A":NUM16$ =
"P":NUM18$ = "A":NUM20$ = "P"
90 IF NUM2$<>NUM1$ THEN PRINT "TRY AGAIN":J = J +
1:GOTO 70
100 PRINT "2. THE MECHANIC STARTED THE CAR. ";:INPUT
NUM3$
110 IF NUM4$<>NUM3$ THEN PRINT "TRY AGAIN":J = J + 1
120 PRINT "3. THE HORSE WAS RIDDEN BY A CHAMPION RIDER.
";:INPUT NUM5$
130 IF NUM6$<>NUM5$ THEN PRINT "TRY AGAIN":J = J + 1
140 PRINT "4. THE CHAMPION RIDER BRUSHED THE HORSE.
";:INPUT NUM7$
150 IF NUM8$<>NUM7$ THEN PRINT "TRY AGAIN":J = J + 1
160 PRINT "5. SHE REPEATED THE TALE TWICE. ";:INPUT
NUM9$
170 IF NUM10$<>NUM9$ THEN PRINT "TRY AGAIN":J = J + 1
180 PRINT "6. THE TALE WAS REPEATED TWICE BY HER.
";:INPUT NUM11$
190 IF NUM12$<>NUM11$ THEN PRINT "TRY AGAIN":J = J + 1
200 PRINT "7. SCOTT ALWAYS TAKES THE NEWSPAPER.
```

(continued)

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More programs to try

```
";:INPUT NUM13$
210 IF NUM14$<>NUM13$ THEN PRINT "TRY AGAIN":J = J + 1
220 PRINT "8. THE NEWSPAPER IS ALWAYS TAKEN BY SCOTT.
";:INPUT NUM15$
230 IF NUM16$<>NUM15$ THEN PRINT "TRY AGAIN":J = J + 1
240 PRINT "9. THE ELEVATOR STOPPED ON THE SECOND FLOOR.
";:INPUT NUM17$
250 IF NUM18$<>NUM17$ THEN PRINT "TRY AGAIN":J = J + 1
260 PRINT "10. THE ELEVATOR WAS STOPPED ON THE SECOND
FLOOR. ";:INPUT19$
270 IF NUM20$<>NUM19$ THEN PRINT "TRY AGAIN":J = J + 1
280 PRINT:PRINT:PRINT:PRINT:PRINT:PRINT
290 IF J = 0 THEN PRINT "YOU GOT THEN ALL
CORRECT!":GOTO 310
300 PRINT "YOU MISSED ";J;" OUT OF TEN QUESTIONS .
BETTER LUCK NEXT TIME ."
310 END■
```

For those of you with TRS-80s, here is a "fun" program developed by David Turk and fellow high school journalism students at Ben Davis High School in Indianapolis, IN. They call it MAD LIB after adlib because nonsense parts of speech (nouns, adverbs and adjectives only) are entered as requested.

As the story develops, random words appear to form a silly, mad tale.

```
5 CLS
10 PRINT "WE ARE GOING TO WRITE A MADLIB STORY."
15 PRINT "THAT'S WHERE I SUPPLY THE BACKGROUND, AND YOU
SUPPLY THE STORY."
20 PRINT:PRINT;
25 CLEAR 500:DIM A$(12),B$(6),C$(11): RANDOM
30 PRINT "GIVE ME 11 ADJECTIVES. PRESS <ENTER> AFTER
EACH WORD."
40 FOR I = 1 TO 11:PRINT I;") ";:INPUT A$(I):NEXT I
50 CLS
60 PRINT "NEXT, GIVE ME 5 ADVERBS. PRESS <ENTER> AFTER
EACH WORD."
70 FOR I = 1 TO 5:PRINT I;")";:INPUT B$(I):NEXT I
80 CLS
90 PRINT "FINALLY, I NEED 10 NOUNS. PRESS <ENTER> AFTER
EACH WORD."
100 FOR I = 1 TO 10:PRINT I;")";:INPUT C$(I):NEXT I
110 CLS
```

(continued)

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More programs to try

```
120 PRINT "NOW, SOME EXTRA'S. GIVE ME"
130 INPUT "THE FIRST NAME OF A MAN";D$
140 INPUT "ANOTHER MAN'S FIRST NAME";E$
150 INPUT "THE FIRST NAME OF A GIRL";F$
160 INPUT "SOMEONE'S LAST NAME";G$
170 INPUT "A LIQUID";H$
180 INPUT "A GEOGRAPHICAL LOCATION";I$
190 INPUT "LAST, AN EXCLAMATORY WORD OR SMALL
PHRASE";J$
200 CLS:FOR T = 1 TO 1500:NEXT T
210 PRINT "OK. HERE'S A LITTLE STORY ABOUT THE ARMY."
220 FOR T=0 TO 4000:NEXT T
230 CLS
240 REM STORY
250 PRINT "If You Plan on joining the Army, here are
some "A$(11)
260 PRINT "   hints that will help you become a
"A$(10)" soldier.":PRINT
270 PRINT "The Army is made up of Officers, non-comms
and "C$(1)"s."
280 PRINT "   You can recognize an officer by the
"C$(2)"s on his"
290 PRINT "   shoulders and the funny-looking "C$(3)"s
on his cap."
300 PRINT "   When you address an officer, always say
"C$(4)" and say it"
310 PRINT B$(5):PRINT
320 PRINT "If you get a "A$(9)" haircut, keep your
"C$(5)"s"
330 PRINT "   shined, and see that your "C$(6)" is
clean at all times,"
340 PRINT "   You will be a credit to the
slogan:":PRINT
350 PRINT "                The Army builds better
"C$(7)"s!":PRINT
360 PRINT "At roll call, when the "A$(8)" sergeant
calls your name,"
370 PRINT "   shout "J$" loud and clear.":PRINT
380 PRINT "Follow this advice and you may win the . .
."
390 PRINT:PRINT
400 PRINT "********** "A$(7)" Conduct "C$(10)"
**********"
410 END■
```


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A summary: Are computers for you?

Putting Computers to Work in the High School Publications Program

A Postscript

Perhaps the advisers interviewed and observed for this booklet are unusual. Just perhaps, they possess rare teaching qualities and special insights not found in the average publication adviser.

They would be the first to say "no." They insist that they, like their colleagues, are hurried along by the same persistent deadlines and commitments, that they are harried by common pressures and that they must fight similar battles for time, money, understanding and acceptance.

If there are any differences, they are in an eagerness to provide their students with advanced educational opportunities and a willingness to experiment. As a group they dare to seek out technology that will assist them in improving the quality of instruction and to make production methods more efficient.

Choosing computers

Most of the advisers surveyed are happy with the computers they have selected. In selecting a computer they seem to recommend a process rather than a particular product. And that process involves the following steps:

—Assessing your needs. Why do you want to change your present production system? How much equipment and power do you need? Don't be tempted to buy a Rolls Royce when a Volkswagen will do.

—Surveying what computers are being used or planned for use elsewhere in the school. You will need the support of teaching colleagues and will come to value their help when problems emerge.

—Involving the administration in your plans. You are likely to find enthusiastic support and, perhaps, financial help. School systems are anxious to demonstrate that computers have been integrated into school programs and activities systematically and logically.

—Having your students "test drive" the equipment. Observe them as they master the keyboard, adjust to the operating system and use the suggested software that accompanies the computer. You don't want a system that frustrates your students.

Although advisers surveyed did not recommend it, joining a computer user's group in your community will help you to discover the full potential of the particular equipment your students are using. Such a group usually includes persons who are "computer nuts" and who can provide answers to questions when everyone else is stumped.

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Help also is available through state educational groups such as the Indiana Clearinghouse for Computer Education (ICCE). Among its services the ICCE operates Preview Centers where teachers can go to test both a variety of computers and compatible software programs.

Software is crucial

An adviser from Wisconsin called just last week. The school was making computers available for her students in journalism. She needed help deciding on appropriate software. What should she buy? A quick survey of advisers in this study yielded these suggestions: Easy Writer, Wordhandler or Bank Street Writer. The advisers report that these programs are easy for the students to master.

One or two advisers recommend WordStar but caution that the program does much more than production of a school publication requires and is, therefore, more sophisticated and takes much more training time — time they would rather devote to the teaching of journalism.

Many of the advisers suggest that you think of the software you need even before you consider the computer itself. Are you interested primarily in word processing? Data bases? Consider the needs and then try to match those needs with suitable software packages. After that has been done, they say, select a computer that will enable you to run those programs.

Companies are producing software so rapidly now that teachers must keep up with the new available programs — programs that will enable students to correct their copy more effectively and some programs that will assist you in teaching. These magazines will provide a good start: Personal Computing, Family Computing and A+. All three includes ads from software companies, discussions of available software and even some programs for you and your students to try.

In addition, the following books may provide useful information:

The Addision-Wesley Book of Apple Computer Software 1983
Swift's Directory of Educational Software for the IBM PC, 1983-84 Edition
Bantam 1984 Complete Sourcebook of Personal Computing
The Complete Handbook of Personal Computer Communication 1983
The Educational Software Selector (TESS)

In general, most advisers surveyed offer these guidelines:

—Check the content of the program. Has it been written for the appropriate grade level? Will your students be able to use it quickly and correctly?

—Examine the documentation. Are step-by-step instructions provided? Is there a troubleshooting section? Are there samples? Will you have to explain the instructions to your students or will they be able to follow the directions themselves?

—Is the software compatible with your computer? Will it run on your equipment?

—Will the program be stimulating for the students? Will it provide the motivation you are seeking?

—Occasionally, take a couple of your students to a computer store to check out the new software. Students will have fun "test driving" the new programs, and you will learn by observing them.

—Contact any state-sponsored computer consortium. For example in Indiana write:

Indiana Clearinghouse for Computer Education
Indiana University-Purdue University at Indianapolis
902 West New York Street
Education Social Work Bldg., Room 2131
Indianapolis, IN 46223

(continued)

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A look back

The teachers who have contributed to this study have come a long way in just one year. Many of them are amazed by their own progress. Some who were especially apprehensive at the beginning are already learning to program.

For all of them the computer has added more than economy to their publication programs. One teacher said, "the computer actually kept me in teaching. I was suffering from 'burn-out' and was about to leave the profession. With the introduction of the computer, I've come alive. My students sense my enthusiasm; teaching is fun again."

But every teacher would hasten to caution that the computer is just another teaching tool — one to be mastered and used to improve the quality of teaching and of advising publications.

As you review the experiences of the teachers who have shared their experiences in this report and find situations similar to your own, we hope you will gain valuable insights into equipment possibilities (both hardware and software) and, indirectly, into practices, procedures and goals. But don't stop there. Examine also those programs which can serve as incentives or as models toward which you can build.

We especially urge you to examine closely the reports from Jack Kennedy, City High School in Iowa City, Iowa (page 9), and Mary Ann Blaskowitz, Camden High School, Columbia, South Carolina (page 46). Both of them have integrated microcomputers into a more sophisticated typesetting program and have the dual advantage of multiple terminals for their students and a professional looking publication.

A look ahead

In many ways this booklet is a difficult assignment. For high school journalism teachers, the introduction of the computer is an exciting, dynamic innovation. Dramatic changes are emerging. And it is all in present tense. To write an end to a description of the process is painful.

Teachers are just beginning to realize the impact and implications of computers for their programs. At the High School Journalism Institute, we will continue to monitor the progress and to document it for you. The format of the booklet makes possible continual updates.

This booklet is being offered by HSJI as a service and is being distributed at cost. For additional copies send $5 to cover production and mailing expenses to:

Mary Benedict, Director
High School Journalism Institute
Indiana University, School of Journalism
Ernie Pyle Hall
Bloomington, IN 47405 ■

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Glossary of computer terms

Getting to know the language

Basic: This combination of letters stand for "Beginners All-Purpose Symbolic Instruction Code." This is a language for communicating with the computer and is one of the most widely used computer languages.

Bit: An individual link. Can be a binary digit — either 1 or 0 — or can be on or off, true or false, dot or dash.

Bundled software: A basic assortment of software that comes as part of the package with a computer. Individual software is purchased to fulfill specific programming needs.

Byte: A group of eight bits. A byte can be thought of as one character since eight bits is often enough to code the alphabet, upper and lower case, numbers, symbols and some graphics. There are about 2,000 bytes (2K) to a page.

Character: Any information that can be stored in one "byte." Examples are letters of the alphabet.

Disk drives: Storage devices for computer software. Disk drives come in various sizes and capabilities.

Language: These are commands and statements which, when put together, allow communication with computers. Examples are BASIC, FORTRAN and COBOL.

Mass storage devices: Any number of pieces of machinery used by the computer to store large quantities of information. These devices can either be magnetic tape or floppy or hard disks.

Microprocessor: The "miracle chip" which is the actual brain of the computer. Examples are Z80, 6502 8088, and 6800. The most popular chip to date has been the Z80.

Modem: A device which, via telephone, hooks up the computer with the various telecommunications services.

Monitor/video screen: The TV-like device which displays the computer commands, program and games. With less-expensive computers, a traditional television is often hooked to the computer. Others use "dedicated" monitors.

Peripheral: Any number of add-on devices to a computer, including modems, monitors, tape recorders, disk drives, controllers and printers.

RAM: This stands for "Random Access Memory." This part of the memory is used to write programs and to store data in the form of variables. RAM is gone when the machine is turned off.

ROM: This stands for "Read Only Memory." This part of the computer memory contains the BASIC interpreter language instructions. ROM is locked into the computer. It can't be erased, changed or used by the computer.■

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Share your computer experience

If you are using computers as you teach journalism or advise student publications, be a part of this continuing study. Share your pitfall, problems and successes with other advisers by completing this brief questionnaire and sending it to Mary Benedict, Director, High School Journalism Institute, Indiana University School of Journalism, Ernie Pyle Hall, Indiana University, Bloomington, IN 47405.

Briefly describe your publication program and the problems or the promise which prompted you to add computers to the teaching or production process.

What computer did you choose? Why? At what cost?

What software packages are you using? With what success?

How are your students responding? What has been the effect of the change upon your program?

Any advice for other advisers.

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Use additional paper and please add important information you would like to share.